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ALUMNI STIMULATION
BY THE
AMERICAN COLLEGE PRESIDENT

BY
WEBSTER SCHULTZ STOVER, PH.D.

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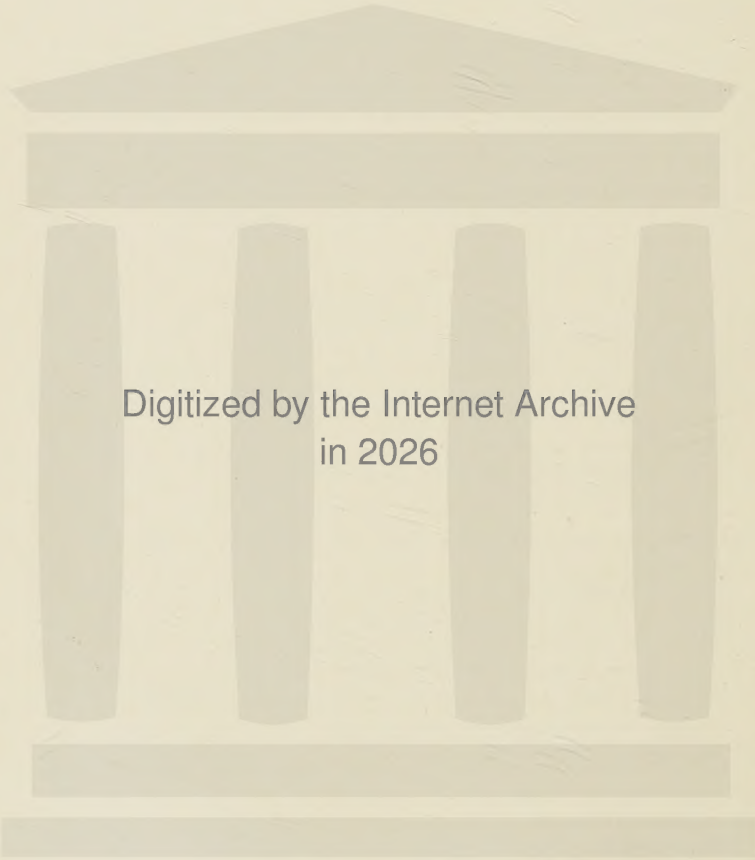
To Dr. Edward S. Evenden, Chairman of the writer's Dissertation Committee at Teachers College, Columbia University, to Dr. Floyd B. O'Rear, Dr. Edward H. Reisner, and Mr. Clyde R. Miller, other members of the committee, who have given freely of their time in counselling the writer concerning many phases of the study, the writer acknowledges his thanks.

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W. S. S.

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ALUMNI STIMULATION BY THE AMERICAN COLLEGE PRESIDENT

CHAPTER I INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of this study is to trace the trend of alumni stimulation by the American college president from 1636, the date of the founding of Harvard, to 1928.

The study is confined specifically to the 236 colleges and universities on the 1928 approved list of the Association of American Universities.

SOURCES OF DATA

Published annual reports of the presidents constitute the main source of data. Histories of institutions were consulted for information concerning the years not covered by published reports. With those institutions lacking both published reports and histories, correspondence was conducted, whereby data were collected from autobiographies, biographies, diaries, and letters of college presidents; published addresses of presidents to alumni; circulars to alumni; reports of committees; reports of trustees of alumni publications; alumni reports; publications of the American Alumni Council; educational publications; college catalogues and publications.

In addition, personal correspondence was conducted with 40 presidents of institutions in order to verify, clarify, and interpret various points raised by a study of the recent data issuing from their particular institution.

SURVEY OF RELATED STUDIES

Research in the field of this problem has been meager. In 1927 Grant sent a questionnaire to various colleges and universities which dealt with one phase of the problem in its present development, *The Continuation of Intellectual Relations Between*

Colleges and Alumni. At the 1928 conference of the American Alumni Council, Grant made a report of his findings.¹

Replies had been received from most of the 236 member institutions of the American Alumni Council. From nonmember institutions 164 replies had been received. Out of the total group only 39 institutions reported that they offered one or all of the following educational services to their alumni: reading courses, directed reading or reading lists; short courses, institutes or clinics; intellectual home-coming or departmental committees. In addition, 10 other institutions planned to initiate educational services in the very near future.

The study by Grant was the first systematic study made in this general field. However, various papers, read at conferences of the American Alumni Council portray the situation on individual college campuses and are referred to throughout this study.

A thorough study on the same phase of the problem which Grant outlined has recently been made by Wilfred B. Shaw of the University of Michigan. Shaw's study was supported financially by the Carnegie Corporation, and had the close coöperation of the American Association for Adult Education and the American Alumni Council.

MAIN DIVISIONS OF THE STUDY

There will be three main divisions of the study, namely:

1. The description of alumni stimulation by the American college president during the unorganized alumni period extending from the founding of Harvard in 1636 to the organization of the first alumni association, the Society of Alumni of Williams College, in 1821.

2. The description of alumni stimulation by the American college president during the early organized alumni period extending from 1821, the year of organization of the first alumni association at Williams College, to 1893, the year which, according to Capen and John in *A Survey of Higher Education, 1916-1918*, marks the turn of the tide in college making.

3. The description of alumni stimulation by the American college president during the late organized alumni period extending from 1893 to 1928.

¹ Grant, Daniel L., *Report of the Fifteenth Conference of the American Alumni Council*, pp. 23-30, 197-99.

CHAPTER II

THE UNORGANIZED ALUMNI PERIOD, 1636-1821

THE NUMBER OF COLLEGES

The early founding of Harvard College in 1636, six years after the founding of Boston, did not come about by chance. Was not the New England settlement richly endowed with nearly one hundred college graduates of Oxford and Cambridge? Was not Massachusetts, and particularly the vicinity of Boston and Cambridge, richly endowed with a large proportion of these same graduates? ¹ What could be more natural than that these graduates should transplant to the new country first the educational institution that had last affected them in the old country? It was indeed no accident that before 1640 a college, a public school, and a printing press were established in Massachusetts.

Harvard for the New England colonies and William and Mary for the Southern colonies, founded in 1693, were the only colleges during the seventeenth century. But before the beginning of the American Revolution, according to Claxton, ten other institutions for higher education had sprung up. Among these in the order of their founding were the following: Yale, University of Pennsylvania, Princeton, Washington and Lee, Columbia, Brown, Rutgers, and Dartmouth. Seventeen additional colleges were founded during the last quarter of the eighteenth century; twenty-nine colleges during the first quarter of the nineteenth. More than fifty colleges opened their doors to students during the unorganized alumni period extending from the founding of Harvard in 1636 to the organization of the first alumni association, the Society of Alumni of Williams College, in 1821.²

GIFTS BY INDIVIDUAL ALUMNI

The gifts of individual alumni to Harvard are typical of alumni gifts of this early period. A survey of a few of these gifts reveals

¹ Jernegan, Marcus W., "The Beginnings of Public Education in New England," *School Review*, XXIII (May, 1915), p. 326.

² Statement by U. S. Commissioner of Education Philander P. Claxton in a book edited by Crawford, William H., *The American College*, pp. 176-79.

the enlarging scope of interest of Harvard alumni in the institution.

In 1645, during the administration of President Dunster, John Buckley, Harvard's first Master of Arts, and Matthew Day, a steward, donated to the college a garden for the use of resident fellows.³ In 1672 Sir George Downing, a graduate of Harvard's first class, gave toward the erection of a new building for the college £5.⁴

During the administration of President Mather the first large alumnus donation was made. At an expense of £1,000 William Stoughton in 1699 erected a dormitory which was named in honor of him. In 1702 his will bequeathed 27 acres of land, the income to be used for a scholarship.⁵

William Brattle, Minister of Cambridge, during the administration of President Leverett, left by will £250, the income to be used for scholarships. President Leverett and William Brattle had been classmates in college. William Brattle's brother, Thomas Brattle, in 1712 bequeathed £200. The interest of this legacy was afterwards given to the Professor of Mathematics.⁶

In 1751 Paul Dudley, one of Harvard's most distinguished alumni, left by will £133 6s. 8d., the interest to be used for founding an annual lecture. This lectureship is interesting because it was one of the first restricted alumni gifts bearing rather unfortunate conditions. Four subjects to be treated in rotation were directly specified in the will. The first year a lecture was to be given on the subject of "Natural Religion"; the second year on the subject of "Revealed Religion"; the third year on the "Corruptions of the Church of Rome"; the fourth year on the "Validity of Presbyterian Ordination." So crucial did the last subject appear to be to the founder that he specified that the lecturer on this particular subject be "a sound, grave, experienced divine, and at least forty years of age."⁷

During the administration of President Holyoke from 1737 to 1769 many alumni gifts were secured.⁸ In 1760 Henry Flynt bequeathed for needy scholars £11 5s. sterling. He also bequeathed £70 sterling, the income to be given to four tutors. For the pro-

³ Peirce, Benjamin, *A History of Harvard University*, p. 15.

⁴ Eliot, Samuel A., *A Sketch of the History of Harvard College*, p. 165.

⁵ Peirce, *op. cit.*, pp. 70-71.

⁶ *Ibid.*, pp. 87-90.

⁷ *Ibid.*, pp. 201-02.

⁸ Eliot, *op. cit.*, pp. 173, 176-77.

fessor of Hebrew, Stephen Sewall in 1762 contributed £13 6s. 8d. Many alumni in 1764 made generous contributions to repair the loss occasioned by the destruction of Harvard Hall by fire. Thomas Hubbard, for instance, contributed £100 sterling. In 1774 he further bequeathed £300 and a part of his library.

In general, the large gifts by individual alumni during this period were restricted gifts. They were generally restricted to land, buildings, books, scholarships, and professorships. Of what importance these gifts were one can better judge after a brief survey of the other sources of college income.

SOURCES OF COLLEGE INCOME

The early colleges had three other sources of income: the general court, gifts from others than alumni, and student fees. Many student fees were not paid in cash. From an old account book of the period Paige has called attention to the fact that from 1653 to 1659 the total cost of a four years' residence at Harvard varied "from about \$100 to about \$200." He says:

It is curious also to observe how small a proportion of this small expense was defrayed in cash. In many cases, scarcely a shilling was paid in money; but all articles which could be used by the steward in providing commons for the scholars, and many which could not be thus used, were received in barter for instruction. Beef, veal, pork, mutton, grain of various kinds, malt, eggs, butter, cheese, apples, cider, fuel, candles, cloths, leather, shoes, and such like articles, abound in the account of receipts. Occasionally, but seldom, tobacco, and strong waters were received. Cattle were received alive, and slaughtered for use. Cloths were manufactured into garments, and leather into shoes, for such scholars as had need. As a sample of such payments, take the account of Thomas Graves, a son of comparatively rich parents (and a graduate in the Class of 1656), whose whole expenses in College were far above the average, being £61 11s. 8¾d. for the four years. Of this amount, only £6 6s. were paid in money; and the balance (according to the order in which the articles are first named in the account), in wheat, malt, pease, rye, sugar, hollands, boards, canvas, lackram, nails, eggs, butter, spice, commodities, buttons, candles, honey, turkeys, serge, ribbon, and silk.⁹

The colonies were poor. The incomes of even the most fortunately situated were small. Money was scarce. Student fees had to be placed at the bare minimum. Even near the end of the unorganized alumni period student fees were extremely low. In 1797 the total college charges for four years of a Harvard graduate, according to President Walker, were but \$480.¹⁰

⁹ Massachusetts Historical Society, *Proceedings*, 1860-62, V, pp. 60-62.

¹⁰ *Ibid.*, 1862-63, VI, p. 272.

Gifts also to the early colleges were frequently not money gifts. Harvard mentions the receipt "of a number of sheep bequeathed by one man, of a quantity of cotton cloth, worth 9 shillings, presented by another, of a pewter flagon, worth 10 shillings, by a third, of a fruit dish, a sugar spoon, a silver-tipt jug, one great salt, and one small trencher salt, by others."¹¹ In 1669 several persons in Portsmouth, N. H., pledged £60 a year to Harvard for seven years. Almost the entire amount was received in boards and pipe-staves.¹² Quincy estimates that Harvard's total receipts during the first eighteen years were not over £1,400 and probably were under £1,000. The actual revenue of Harvard in 1655, according to the report presented to the General Court, was but £12 sterling a year, not including £15 sterling received from scholarships.¹³

According to the summary of Harvard's benefactions up to 1780 made by Bush, "from 1650 to 1710 there was contributed out of the public treasury \$8,540; and by individuals in America during the same period \$22,664.94; and by those in England \$14,808.89. Between 1710 and 1752 the colonial government gave to the college \$11,220.11, and individuals \$18,437.07. From 1752 to 1780 the legislature voted \$48,314.08, and from individuals there were gifts amounting to \$34,501.02. . . . In addition . . . the legislature donated to the college 4,300 acres of land (but of this 1,000 acres was never received), and individuals 3,793 acres."¹⁴ In other words, for every dollar granted by the colonial legislature Harvard received three dollars in private gifts. In the securing of these indispensable private gifts alumni frequently participated.

ALUMNI PARTICIPATION IN SECURING FUNDS

To train ministers was the fundamental purpose in the establishment of all the colonial colleges, the college at Philadelphia being the sole exception. Harvard, for instance, from 1642 to 1800 trained 1,142 ministers. Up to 1700 more than one-half of the number of graduates of Harvard went into the ministry.¹⁵

In soliciting subscriptions of produce and money, college officials

¹¹ Peirce, *op. cit.*, p. 17.

¹² Massachusetts Historical Society, *Proceedings, 1862-63*, VI, pp. 338-39.

¹³ Quincy, Josiah, *History of Harvard University*, I, p. 22.

¹⁴ Bush, George G., U. S. Bureau of Education, *Circular, 1891, No. 6*, p. 66.

¹⁵ Tillinghast, William H., *A Bundle of Statistics relating to the Graduates of Harvard University*, p. 8.

frequently availed themselves of the services of this large portion of their alumni who were pastors of churches. These churches through their pastors found themselves constantly called upon for subscriptions to the neighboring college.

During the administration of President Dunster, Harvard not only accepted provisions in payment for college instruction, but also solicited gifts for the college in the shape of food:

In the year 1645, Mr. Shepard, pastor of the church in Cambridge, being at Connecticut during a meeting of the Commissioners of the United Colonies, desired the Commissioners to recommend "to every family throughout the plantations (which is able and willing to give) to contribute a fourth part of a bushel of corn, or something equivalent thereto, "as a blessed means of comfortable provision, for the diet of such students as stand in need of support. . . ." In 1651 President Dunster, who had instigated Mr. Shepard to proffer the petition above referred to, urged upon the Commissioners the decaying condition of the College buildings, and the necessity for their repair and enlargement; and in reply the Commissioners promised to suggest to the several Colonies, to give "some yearly help, by pecks, half-bushels, and bushels of wheat." ¹⁶

President Dunster's appeal resulted in Connecticut's raising yearly for Harvard, by voluntary contribution of every family, one peck of corn, or the equivalent, twelve pence. And Connecticut did not act alone. "By agreement of the Commissioners and the motions of the elders in their several churches, every family in each colony gave one peck of corn or twelve pence to the College at Cambridge." ¹⁷

President Hoar, a member of Harvard's class of 1650, was the first alumnus called to the presidency. In 1672, soon after he became president, he wrote: "It hath pleased even all to assign the College for my Sparta. I desire I may adorn it, and thereby encourage the country in its utmost throws for its resuscitation from its ruins." Then, after the manner of a president, he went on to mention some of the needs of the college: "A large well-sheltered garden and orchard, for students addicted to planting; an ergasterium, for mechanic fancies; and a laboratory chemical, for those philosophers that by their senses would culture their understandings . . . for readings or notions only are but husky provender." ¹⁸

Such an innovator did not long suit a pioneer colony that had

¹⁶ Vaille, F. O. and H. A. Clark, *The Harvard Book*, II, pp. 81-82.

¹⁷ Peirce, *op. cit.*, p. 38.

¹⁸ Vaille, F. O. and H. A. Clark, *op. cit.*, I, pp. 33-34.

countless pressing needs of its own. Inside of two years all but three students withdrew from the college. The General Court of 1674 voted: "That, if the college be found in the same languishing condition at the next session, the president is concluded to be dismissed without further hearing."¹⁹

President Hoar resigned the following March. The first alumnus called to the presidency remained president but two years and three months.

Thereafter to stimulate gifts various devices were used. During the administration of President Leverett the first college catalogue was printed at Harvard. The chief purpose in printing it lay in the hope of securing gifts. Although the catalogue was but a small sheet this hope was justified in the result.²⁰ Later Harvard printed a volume called *The Donation Book*. All substantial donations up to the year 1773 were recorded therein. It is to this volume we owe a record of individual alumni gifts. During the administration of President Locke a new custom was introduced at Harvard's Commencement of 1773. All benefactions of the past year were mentioned and the principal benefactors were honored by laudatory orations.²¹ In spite of all these measures, however, the majority of the alumni, being necessarily small givers, remain nameless and unhonored. The amounts they collectively gave, nevertheless, were undoubtedly large. Their gifts, moreover, were generally unrestricted. As one of the main struggles of the early colleges was the attempt to secure sufficient unrestricted gifts to provide for immediate needs, the unrestricted contributions of these nameless alumni givers were indispensable.

SIZE OF THE COLLEGES

To weigh accurately the value of the alumni gifts during this period one must take into consideration the fact that the absolute amount of a gift does not determine its value. What the gift will purchase finally determines its value. We hence must ask: What was the size and program of the early college?

Modest was the beginning of all the early colleges. Twenty students comprised the first four classes of Harvard. The instructors of these four classes were the president and, perhaps, one

¹⁹ *Barnard's American Journal of Education*, IX (September, 1860), p. 138.

²⁰ Snow, Louis F., *The College Curriculum in the United States*, p. 34.

²¹ Bush, *op. cit.*, p. 66.

or two tutors. A single building and less than three acres of land constituted Harvard's entire property at this time.²²

In the years 1644, 1648, 1672, 1682, and 1688 Harvard had no graduates; in the years 1652 and 1654 Harvard had but one graduate; in the year 1655 Harvard had but two graduates. As late as the year 1704 there were but four graduates. But already by 1765 Harvard had graduated a class consisting of half a hundred students.²³ And under date of December 3, 1782, President Stiles of Yale with natural pride wrote in his diary that the 218 students attending Yale comprised "the greatest number ever together at once in an American college."²⁴ The modest stage was past.

The teaching staff also gradually increased. Up to the year 1755, for instance, the president and two or three tutors comprised the entire faculty of Yale. In 1755 was founded the first professorship—that of Sacred Theology; in 1770 the second professorship—that of Mathematics and Natural Philosophy and Astronomy; in 1777 the third professorship—that of Ecclesiastical History. Then came in rapid succession the professorships of Law in 1801; of Chemistry, Mineralogy, and Geology in 1804; of Hebrew, Greek, and Latin in 1805; of Rhetoric and English Literature in 1813.²⁵

The staff of Harvard in 1796 consisted of a president, an emeritus professor, six active professors, four tutors, and a preceptor of the French language.²⁶ The salary expenditures for the year must have been by far the chief item of expenditure when we consider that at the close of the colonial days the president was already receiving £500, a professor about £200, and a tutor over £60.²⁷ In fact, in 1777 the entire expenditures of Harvard were but £1,086 18s. 2d. Without counting the tuition and other student charges the college had only £386 18s. 2d. to meet these expenditures.²⁸ The addition of a single professor to the staff of any of the early colleges increased the financial problems of the college tremendously.

According to the Report of the Commissioner of Education for

²² Eliot, *op. cit.*, p. 127.

²³ Tillinghast, *op. cit.*, p. 4.

²⁴ Dexter, Franklin B., *Literary Diary of Ezra Stiles*, III, p. 48.

²⁵ Bagg, Lyman H., *Four Years at Yale*, pp. 11-12.

²⁶ *Barnard's American Journal of Education*, XXIV (March, 1873), p. 142.

²⁷ Quincy, *op. cit.*, II, p. 241.

²⁸ *Ibid.*

the year 1875, at the close of the colonial days the American colleges could boast of a total alumni body of more than 5,300 members.

In 1776 there were 11 colleges that are still in existence. Harvard College, founded in 1636, had graduated 2,567 students. The College of William and Mary, founded in 1693, had graduated 496 students. Yale College, whose foundation dates back to 1701, had graduated, in 1776, 1,405 students. The College of New Jersey, founded in 1746, numbered its graduates up to the time of the Revolution at 567. Washington and Lee College, founded in 1749, had graduated 30; Columbia College, founded in 1754, had graduated 124; Brown University, founded in 1764, had sent out 54 graduates; Dartmouth College, founded in 1769, had graduated 43, and Rutgers, founded in 1770, numbered 13 graduates. The University of Pennsylvania was founded in 1747. Hampden Sidney College was founded in 1775.

We may conclude that fortunately neither the size nor the salary expenditures of the early colleges demanded the securing of huge sums of money from the alumni.

SUMMARY AND CONCLUSIONS

This brings us to a close of the description of alumni stimulation by the American college president during the unorganized alumni period extending from the founding of Harvard in 1636 to the organization of the first alumni association, the Society of Alumni of Williams College, in 1821. For the group of institutions that we are studying we may conclude:

1. In general, the few large gifts by individual alumni during this period were restricted gifts. Usually they were restricted to the fundamental needs of the early colleges—land, buildings, books, scholarships, and professorships. Without these gifts the early colleges would have been seriously handicapped.

2. College officials, in soliciting subscriptions of produce and money, availed themselves of the services of the portion of alumni who were pastors of churches, which portion for Harvard, for instance, up to 1700 was more than fifty per cent. These churches through their pastors found themselves constantly called upon for subscriptions to the neighboring college.

3. The bulk of alumni were necessarily small givers. The amounts they collectively gave in general subscriptions, however, were undoubtedly large. Their gifts, moreover, were generally unrestricted. As one of the main struggles of the early colleges was to secure sufficient unrestricted gifts to provide for immediate

needs, the unrestricted contributions of small alumni givers were indispensable during this pioneer period.

4. The absolute amount of an alumni gift does not determine its value. What the gift will purchase finally determines its value. Therefore, to weigh accurately the value of the alumni gifts during this period we asked: What was the size and program of the early college? We concluded that neither the size nor the salary expenditures of the early colleges necessitated the securing from the alumni of huge sums of money.

CHAPTER III

THE EARLY ORGANIZED ALUMNI PERIOD, 1821-1893

THE PERIOD CHARACTERIZED

The early organized alumni period extending from 1821—the year of organization of the first alumni association at Williams College—to 1893 was definitely a period of college making. Whereas the first quarter of the nineteenth century saw the opening of but twenty-nine colleges, the second quarter saw the opening of one hundred and thirteen colleges. Ninety-one additional colleges were founded during the next ten years. During the sixties eighty-two colleges were founded; during the seventies sixty-seven colleges. Of these one hundred and forty-nine colleges founded during the sixties and seventies a large number were state colleges, a fact due in large measure to the passage of the First Morrill Act in 1862 which appropriated public lands for the use of colleges of agriculture and mechanic arts. During the eighties there were eighty-six colleges founded; during the nineties fifty-six. The first decade of the twentieth century saw the opening of but twenty-seven colleges. From 1910 to 1914 only four colleges were founded.¹ The day of founding numerous colleges was over.

The turn of the tide in college making, hence, took place sometime during the nineties. The year 1893, according to Capen and John, definitely marks this turn. As co-authors of *A Survey of Higher Education, 1916-1918* they report: "Since the last decade of the nineteenth century there has been no considerable increase in the number of collegiate institutions. Twenty-five years ago there were 594 colleges and universities. In the current Report of the Commissioner of Education there are listed 574 colleges, universities, and technological schools, and 85 independent junior colleges, a total of 659 institutions which report giving instruction above high-school grade. The slight increase in the total number of higher institutions is due to the recent multiplication of junior

¹ Statement by U. S. Commissioner of Education Philander P. Claxton in a book edited by Crawford, William H., *The American College*, pp. 176-79.

colleges. There has, in fact, been a decrease in colleges of the older type since 1893.”² We shall see later that, as was to be expected, the American college president has faced new problems and new tasks since 1893 when this decrease in the number of institutions of the older type took place. The early organized alumni period from 1821 to 1893—the period of college making—was definitely a period distinguished by its own peculiar college problems and solutions.

From 1821 to 1893 America underwent tremendous change. Up to 1821 the mainstay of America was agriculture. Science with its accompanying inventions introduced a new era. Technology and applied science changed America from an agricultural to an industrial nation. The years 1821 to 1860 mark approximately the years of transition from this agricultural to an industrial stage. They were the years of countless mass movements—public schools, labor organization, woman suffrage conventions, endless “isms” and cults. They were also the years of great denominational effort in the founding of new colleges.

From 1860 to 1893 America enjoyed the first fruits of the industrial era. Some were bitter; others were sweet. The machine mechanized much of life. Huge fortunes were made from steel, textiles, and railways. Cities sprang up with ideas and ways of living quite different from those of rural districts. The avalanche of goods which the machine created, in turn created entirely new wants and desires among the masses. Steam vessels traversing the globe, the railroad, and the telegraph broke down many barriers of ignorance and prejudice. The free public land became scarcer and scarcer toward the end of the period. Meanwhile, the flood of immigration, which had begun before the Civil War, increased and complicated the situation. During these years from 1860 to 1893 the state played an increasingly larger part in the founding of new colleges and the denominations a correspondingly smaller part.

THE FIRST ALUMNI ASSOCIATIONS

During this period of great changes alumni associations came into being and proved themselves invaluable organizations. The history of the origin of the first alumni association at Williams College in 1821 is of particular interest. President Moore had

² U. S. Bureau of Education, *Bulletin*, 1919, No. 22, p. 1.

just resigned after several years of controversy with the trustees. The president had worked for the removal of the college to a more accessible location; the trustees had voted against such removal. The controversy naturally had a demoralizing effect upon the entire institution. The number of students gradually decreased. "To help the college in its emergency the Society of Alumni was organized."³ A meeting of the alumni, in the words of the public call, was held "at the request of a number of gentlemen educated at the institution, who are desirous that the true state of the college may be known to the alumni, and that the influence and patronage of those it has educated may be united for its support, protection, and improvement."⁴ A new president was appointed, \$25,000 was raised, a brick chapel named in honor of the new president was erected, and peace was restored.⁵ Such was the origin in 1821 of the oldest alumni association.

Other institutions organized alumni associations in quick succession.⁶ Princeton in 1826; Yale in 1827; Miami in 1832; Virginia in 1838; Oberlin and Denison in 1839; Harvard in 1840; Brown and Amherst in 1842; Columbia in 1854; Michigan in 1860. The early alumni associations, on the whole, were organized through the initiative of the alumni themselves. With the noted exception of Williams College, they started as social and literary groups. Frankly social, for instance, was the call extended to alumni of the University of Virginia in 1838. They were invited to form a permanent society "to offer to graduates an inducement to revisit the scenes of their youthful studies and to give new life to disinterested friendships found in student days."

During this period entirely new recruits for the colleges were found. Women entered their precincts. In 1833 Oberlin opened its doors to women; Antioch followed twenty years later. From the very beginning, the state universities of Iowa and Utah were coeducational. The eastern colleges were not as hospitable toward women, however, as were the western. As a result, educational institutions exclusively for women were founded in the east. In 1821 Mrs. Willard opened Troy Female Seminary; in 1837 Miss Lyon opened Mount Holyoke Seminary. Between 1865 and 1885 Vassar, Wellesley, Smith, and Bryn Mawr were

³ U. S. Bureau of Education, *Circular*, 1891, No. 6, p. 228.

⁴ Perry, Arthur L., *Williamstown and Williams College*, p. 412.

⁵ U. S. Bureau of Education, *Circular*, 1891, No. 6, p. 228.

⁶ Association of Alumni Secretaries, *The Manual of Alumni Work*, p. 6.

founded. And as early as 1852 in the chapel of Cincinnati Wesleyan Female College, the first alumnae association was called into being and organized by the wife of the college president. In 1853 this association coined the name "alumnae." A graduate of the college writes toward the close of the century: "We can . . . substantiate our claim to having supplied the term by which all graduates of all other institutions of learning for women have since been designated. . . . The suggestion of a ring as the badge of our Alumnae was made by Mrs. Elizabeth McMickin Stille, class of 1847, the device being adopted shortly after, which has remained unchanged to this day."⁷ This pioneer college suffered the fate of many of the early colleges for women. It was closed in 1892 for lack of funds.

From the records it appears, generally speaking, that at first the college president did not realize the tremendous power and influence such a band of alumni could exert. The beginnings of alumni associations were humble. They met but once a year, elected one of their number to deliver an oration at commencement, and transacted no business other than a formal election of functionless officers for the coming year. But humble they did not long remain. Almost inevitably upon the heels of organization there came to one alumni association after the other the incentive to engage in some definite form of service for its Alma Mater.

RELATION OF PRESIDENT TO ALUMNI ASSOCIATION

Although the first alumni associations, on the whole, were organized through the initiative of the alumni themselves, with the initiation and functioning, however, of some of the later alumni associations, college officials were intimately connected.

The Society of Alumni of Franklin College, for instance, was organized in June, 1855. The constitution read: "The President of the College shall be President ex-officio of the Society." The first attempt, however, to enlist the services of the alumni of that college was not made until 1870 when the needs of the college had multiplied. In that year a resolution was passed at the annual meeting of the Society "that the Alumni and Alumnae endow a chair in Franklin College." A committee was appointed to secure sufficient endowment for this purpose.

⁷ *The Alumna*, II, 1860, p. 131; X, 1901, p. 7.

The project ended in failure. In the records of the meeting of the alumni in 1874, during the administration of President Stott, there is no indication that any officer was elected or even existed. The minutes of the meeting are in the college president's handwriting. Evidently President Stott himself conducted the meeting.

Not a word is said about endowment. But President Stott was appointed sole member of a committee to secure alumni coöperation in building up the library—for the library was another need that had meanwhile arisen. The plan adopted was to ask each alumnus to contribute to the library \$5 a year for five years. The definite plan secured not only substantial money contributions for the library but also many donations of valuable books.⁸

Many an alumni association was resurrected by the college president during the latter half of this period. Without some definite project on which to work, the early social and literary groups of alumni frequently lapsed. Such was the case, for instance, of the alumni association of Brown University before President Caswell revived it in 1868. President Caswell was in office but a few months before he decided to resurrect the almost defunct alumni association. During commencement week of 1868 he called together the alumni to aid and advise him in the administration of the institution. At this meeting it was unanimously resolved "that in the opinion of the Alumni the interests of the University require that the whole body of graduates should be brought into some more immediate connection with it." Before the end of the next decade the alumni rendered such practical aid to Brown University that they secured the right of nominating members from their body for vacant positions on the board of trustees.⁹

Not only did the college president during this period revive many an alumni association but he also traveled extensively from one center of population to another, striving to weld together into efficient local associations the scattered alumni. After twenty years of service at Princeton, President McCosh, in his farewell address, stated: "I think I may claim to have taken great pains to keep our graduates in close connection with the college. I

⁸ Wallace, B., *First Half Century of Franklin College*, pp. 106-07.

⁹ Bronson, Walter C., *The History of Brown University*, p. 371.

have set up a great many alumni associations (there are in all eighteen), and have often visited them, traveling hundreds and some years thousands of miles for this purpose, and reporting the state of the college as I went along. I have enjoyed these meetings with the graduates, and have returned with a most valuable knowledge of what the community expects of the college." ¹⁰

Toward the close of the early organized alumni period many presidents of the larger colleges and universities found themselves greatly handicapped in soliciting their alumni. To secure gifts from the alumni for individual departments in the university was not difficult. To secure gifts for lines of work of common interest to all departments was extremely difficult. General alumni associations were therefore organized to build up and set to work general university spirit irrespective of the bounds of individual departments. In the organization of these general alumni associations, the college president frequently took the initiative.

Georgetown University, for example, in 1880 had an alumni society, but it was generally recognized as a weak and ineffective society. Only graduates of the arts and science departments belonged to it. President Healy decided to organize the alumni of all the departments of the university. He called together two representatives of the alumni of each decade. At this preliminary meeting it was voted:

The object of this society shall be to perpetuate and strengthen college friendships, to collect and preserve materials for college history; but above all, to promote the interest of Georgetown College by calling attention to its advantages as a school of learning, by endeavoring to secure for it the most favorable legislation, by seeking to obtain for it donations and endowments, and by contributing and procuring for it such material aid as may enable its faculty to carry out successfully their plans for enlarging its curriculum, and placing it on an equal footing with other and more favored institutions.

The following year one hundred and eighteen alumni, representing practically every decade in the college history from 1811, met and effected a permanent organization. President Healy himself literally elected the officers of the organization by requesting as a personal favor that the alumni who had been associated with him in the movement be officially elected as officers for the next two years. One of the first projects of the organization was to draw more students to the institution. The general alumni

¹⁰ *Twenty Years of Princeton College*, p. 31.

association initiated by President Healy contributed heavily to the later prosperity of Georgetown University.¹¹

The college president was beginning to realize that a very small amount of organized alumni loyalty was worth an infinite amount of unorganized alumni good will.

THE BEGINNINGS OF ORGANIZED ALUMNI POWER

Before 1865 alumni were elected in some institutions to serve as members of the boards of trustees but nowhere were they formally elected as alumni representatives. In 1855 the committee appointed by the State of New York to examine the affairs of Columbia College reported:

To the second interrogatory: Are trustees usually selected from the alumni, or outside of the graduates of the college?

That the trustees are usually selected from the alumni of the college. The relative proportion which, at the present time, those members of the board who are alumni bear to those who are not, is eighteen of the former to six of the latter, and the same relative proportion, with little variation, has existed for upwards of twenty-five years last past.¹²

In 1855 Columbia was one of the few higher institutions of learning that could boast that her alumni constituted, and had constituted for twenty-five years, three-fourths of the total number of members on the board of trustees.

When the organized alumni, however, began to contribute generously to the college, formal alumni representation in college government was inevitable. The college that solicited donations from organized alumni could not very well deny them a voice in her government. This movement for formal alumni representation in college government began in 1865 when the legislature of Massachusetts passed an act transferring the election of the Board of Overseers of Harvard to the alumni¹³ from the state legislature. Williams in 1868 was the only other institution in the sixties that gave her alumni a voice in her government. Her alumni gained this privilege in return for their coöperation in an endeavor of the college to raise ten scholarships of twenty-five hundred dollars each.¹⁴

¹¹ Easby-Smith, James S., *Georgetown University*, I, p. 495; II, pp. 7, 9-10.

¹² *Report of the Select Committee appointed to examine into the affairs of Columbia College*, State of New York, No. 67, In Senate, March 10, 1855, p. 42.

¹³ Ranck, Samuel H., *Education*, XXII, 1901, pp. 107-09.

¹⁴ *Andover Review*, V, 1886, p. 643.

Several other colleges in the sixties took steps toward alumni representation on their governing board. In 1866, President Woolsey of Yale suggested that the places of the six ex-officio state senators be filled by six alumni, chosen by general vote at the annual meeting, for, he argued:

The Senators in general take little interest in the proceedings, are apt to withdraw before the close of the meetings, and seem to feel that they are in a strange place. . . . Men are wanted in that place who will feel it their duty to be present, but it is idle, we conceive, to expect punctuality from the Senators, as the Senate is at present constituted.

They change every year, so that the same man rarely reappears in the council of the College. They have no time to learn what duties are expected from them, nor to become acquainted with the condition and wants of the institution. They are in some cases men who take very little interest in the higher seminaries of learning, or perhaps even question their utility altogether. Neither sympathy then, nor knowledge, nor power to uphold a permanent policy belongs to them to any great extent. . . .

Let that part of the Board now elected from the Senate of the State, and with them, if thought best, as at Harvard, the two highest magistrates of the Commonwealth give place to graduates, who shall hold their offices for at least six or eight years, and be reëligible, when their term expires; let the elections be held not every year, but every other year, or even less frequently;—will not the result be greater interest, punctuality, knowledge, sense of responsibility, and devotion to the welfare of the institution on the part of the new members; will they not, if well elected, be a new strength of their Alma Mater?¹⁵

In 1871 the General Assembly of Connecticut finally passed an Act, in accordance with President Woolsey's suggestion, consenting to six alumni in the Corporation of Yale.

In the seventies, eleven more institutions—some rather reluctantly, others quite willingly—gave their alumni a voice in their government. Among these eleven were: Bowdoin and Oberlin in 1870, Yale and Cornell in 1872, Amherst and Brown in 1874. In the eighties, six more adopted the plan. Among these were Vassar in 1887 and Smith in 1888.

During the last decade of the nineteenth century, one president after the other, in his bewilderment at the mounting financial needs of his school, turned to his alumni for relief and, for the first time in many cases, joined them in their demand that they be officially represented on the boards of trustees. Twelve additional institutions accordingly adopted the plan in this decade.¹⁶

¹⁵ *New Englander*, XCVII, 1866, pp. 700-01.

¹⁶ Ranck, *op. cit.*, p. 109.

The general plea of the president before the board is probably best illustrated in the annual report of President Shafer of Wellesley in 1892. President Shafer contended:

On the side of their immediate relations to the College and their sense of obligation to their Alma Mater, our graduates have met every test of loyalty and ability. Their persistent and successful efforts to cancel debt are well known to you. Many have shown themselves thoughtful students of our college problems. . . .

I am convinced that the time has come when the Board of Trustees may wisely make a formal recognition of the character and capacity of this body by admitting alumnae to a share in the responsibility of the government of the College. The alumni have special qualifications for this form of service (1) in their knowledge of the practical workings of the College, based upon the experience of undergraduate life; (2) in their affection for the College, unique in its strength and constancy, and peculiarly capable of being converted into action; (3) in their filial allegiance to the fundamental principles of the College.

These qualifications, together with the intellectual training which they have enjoyed, and the experience which a large proportion of them have acquired in educational work, point to the valuable service which the alumnae might render the College if represented in its official control. Believing that the connection indicated would react favorably upon the College by strengthening the tie already existing between the alumnae and their Alma Mater, and by uniting them in greater efforts in her behalf, I recommend to your consideration the expediency of alumnae representation on the Board of Trustees.

In the same report the president mentions the following pressing needs of Wellesley; a gymnasium (estimated cost of \$5,000 to \$10,000), a cottage (\$35,000), a science building (\$30,000 to \$100,000), a larger chapel, fellowships, and additional endowment. The board of trustees, having these pressing needs in mind, voted favorably on the president's recommendation.

In his annual report for 1883 President Eliot found it necessary to point out the danger of an ultraconservative tendency among the alumni overseers. He warned:

When the act of 1865 gave to the alumni the power of electing the overseers, it was imagined that the electors, the larger part of whom would be young men, might choose a youthful and inexperienced board. The actual result has been quite the reverse. Only one of the present board is under forty, only ten of the thirty elected members are under fifty, and the average age of the elected members is fifty-seven. No member of the board graduated in arts later than 1866, and on the average the board may be said to have graduated more than thirty-five years ago, at a time when the university was very unlike the institution of to-day.

Such elderly men may be distinguished representatives of the alumni, and may, perhaps, be in position to enjoy the advantage of advice from sons or

grandsons now or recently members of the university; but their personal recollections of college life are less serviceable to them as university legislators than the recollections of much younger men would be.

Alumni representation on college governing boards led to the assumption by the alumni of one responsibility after the other. In 1873 the Society of Alumni of Williams College appointed a committee to visit the college and to report on its needs. The following year the committee reported: "A truce now and forever to the stale, stock sneer that our alumni meetings are become but the publishers of poverty and the lariats for lucre. If they are, it is largely our own fault. In the name of decent gratitude to our Fostering Mother, we ask, to whom but her alumni has the Alma Mater the right to look for deliverance. . . . This college needs to-day, and ought to have at least \$250,000 more of endowment."¹⁷

By 1881 Harvard's system of alumni visiting committees of the Board of Overseers was well under way. In the same year Provost Pepper of the University of Pennsylvania established the Central Committee of the Alumni, composed of thirty members. Subdivided into committees it was required to visit the institution annually and to make a report to the trustees.¹⁸ The great value of alumni visiting committees was early recognized by President McCosh. In 1888 in his farewell address he said: "I proposed several years ago that the alumni should have authority to appoint an Advisory Committee with power to give recommendations to the Board of Trustees and to enter any classroom. The proposal was not adopted. It may come up in some future year."¹⁹ Alumni visiting committees furnished an excellent means for presidents to bring to the attention of their leading alumni the pressing needs of the institution.

GROWTH OF ATHLETICS IN THE COLLEGES

One of the channels through which alumni expressed their power toward the close of this period was athletics. Extremely modest was the gymnasium and equipment before the alumni gained their power. In 1826 Yale voted an appropriation of \$300 for the "clearing and preparing of the grounds for a gymnasium and for the erection of apparatus for gymnastic exercises, with a view to the promotion of the health of the students."²⁰

¹⁷ *Report of the Examining Committee presented to the Alumni, June 31, 1874*, pp. 11-12.

¹⁸ *The Alumni Register*, XX, No. 9, 1918, p. 805.

¹⁹ *Twenty Years of Princeton College*, p. 32.

²⁰ Kingsley, William L., *Yale College*, II, Part 2, p. 458.

In the same year Harvard used one of the unoccupied common halls for a gymnasium. Dr. Follen, who was in charge of athletics, was a great enthusiast for outdoor activities. "One day," according to Palfrey, "he was to be seen issuing from the college yard at a dog trot, with all college at his heels, in single file and arms akimbo, making a train a mile long, bound for the top of Prospect Hill. My impression is that the procession was stopped by a farmer who threatened prosecution for damages."²¹

The early faculties frequently put obstacles in the way of athletic projects initiated by the students. In 1828 the students at Amherst petitioned the faculty for a bowling alley. The petition was not granted for the professed reason that a bowling alley would make too much noise. The real reason, however, was that "public sentiment would not justify the countenancing of such a game." Amherst's sole gymnastic equipment at this time, according to a student who entered Amherst in 1829, consisted of "a few 'horses' and parallel bars, with one or two swings in the grove, but even these belonged to a society of students who guarded their property with jealous care."²²

Up to 1856 many a student at Princeton performed his gymnastic exercises in his own bedroom with the use of a horizontal bar. In this year, however, two students decided that the college needed a gymnasium. Some money was raised and a small wooden structure was built. This structure, which was probably the first college building devoted exclusively to gymnastic purposes, was painted, according to Marquand, "with the inevitable red, that it might resist the storms of heaven as its founders had resisted the objections of an unpropitious faculty." No stove was placed in this crude gymnasium. During the winter the winds freely swept through from one end of the building to the other. Undaunted, the enthusiastic gymnasts persisted in their daily exercise.²³

Until 1859 no college possessed a well furnished gymnasium. Between 1859 and 1860 three had built gymnasiums—Amherst, Harvard, and Yale. Yale built the largest—100 by 50 feet. Amherst expended the most for her gymnasium—\$15,000.²⁴

Alumni were early attracted to the idea of donating a gym-

²¹ U. S. Bureau of Education, *Circular*, 1885, No. 5, p. 23.

²² *Ibid.*, p. 24.

²³ *The Princeton Book*, p. 268.

²⁴ U. S. Bureau of Education, *Circular*, 1885, No. 5, pp. 27, 29.

nasium to their Alma Mater. In 1866 an alumnus donated \$24,000 to Dartmouth to build Bissell Gymnasium. In 1877 an alumnus donated \$110,000 to Harvard to build the most elaborate gymnasium of the day—Hemenway Gymnasium. Before this donation President Eliot had stressed year after year in his annual reports the insufficiency of the old gymnasium.²⁵

A writer in 1875, speaking of physical and intellectual contests, says: "Baseball and rowing are examples of the former; chess, composition, and oratory of the latter."²⁶ Football is not mentioned! Another writer, speaking of college athletics, says in 1883: "The most popular game, not only with the students, but also with the public, is baseball. . . . The intercollegiate contest which attracts the greatest attention, is the source of the greatest expense, and has been most roundly abused . . . is the annual boat race."²⁷

One of the first intercollegiate football games was played in 1869 between Princeton and Rutgers. Football did not make much progress, however, until the Rugby game was imported from Canada to Harvard and elsewhere. This took place about 1875. In this year Harvard and Yale played their first game together. Football spread rapidly thereafter.²⁸

Before 1875 the English amateur spirit was largely prevalent in the athletics of the American college. Athletics was a sport—not a business. Few teams were coached by experts. Newspapers did not devote their front page to football and baseball scores. Alumni did not watch with bated breath the record of their teams.

By 1890 intense rivalries between colleges had arisen. These intense rivalries made the alumni more loyal to their Alma Mater and the alumni in turn made these rivalries even more intense. The enthusiasm aroused by athletics probably kept alumni in closer touch with their college than any other single influence.

It is difficult to overestimate the rôle that intercollegiate athletics played in stimulating the alumni movement in America. A writer living in the period himself, in speaking of intercollegiate athletics, makes this remark as early as 1884—"The power of athletic contests to awaken enthusiasm ought not to be held of

²⁵ U. S. Bureau of Education, *Circular*, 1885, No. 5, pp. 39, 41.

²⁶ *New Englander*, XXXIV, 1875, p. 520.

²⁷ *Atlantic Monthly*, LI, 1883, p. 678.

²⁸ Nevins, Allan, *The Emergence of Modern America, 1865-1878*, pp. 221-22.

small account. . . . These contests affect graduates as well as undergraduates, and go far toward accounting for the warm interest which the alumni of all of the larger colleges feel in their Alma Mater."²⁹ The college president in his effort to secure alumni gifts did not fail to make use of this new interest. Class reunions, for one thing, which were largely attended because of the coming athletic event, often began as a social and athletic gathering and ended in a financial ingathering.

FURTHER ALUMNI STIMULATION AND PARTICIPATION

Before the year 1880 very few of the college presidents published annual reports. After 1880, as the financial problems of their institutions became more acute, one president after the other adopted the practice of publishing reports in order to educate the alumni in the manner of their giving. President Eliot long before 1880 had been a firm believer in the value of published annual reports. Yearly the alumni of Harvard were furnished with a copy of the president's report. In this report President Eliot took the alumni into his confidence. Year after year he reported to them the defects and growing needs of Harvard. To them he also brought his proposed educational plans. With some of these plans the alumni disagreed. "He comes to me for my money and my advice," wittily commented one of Harvard's generous benefactors, "and, like the two women in Scripture, the one is taken and the other is left."³⁰ His policy of publicity won the confidence and respect of the alumni and along with their confidence and respect went their gifts.

In 1881 President Porter of Yale presented to the alumni his first report on the progress of the institution and the changes within it. This report covered the years 1865 to 1881. Once in five years President Porter proposed that a similar report be presented to the alumni. During the years 1865 to 1881 the officers of government and instruction in all the departments, according to President Porter, had increased from 49 to 108. The students had likewise increased, from 682 to 1,037. Whereas the academic staff in 1865 had consisted of 12 professors and 8 tutors, in 1881 it consisted of 22 professors and 9 tutors. The graduate department had grown from a single professor and 5 students to 6 pro-

²⁹ *Popular Science Monthly*, XXIV, 1884, p. 453.

³⁰ Chamberlain, Joshua L., *Universities and their Sons*, I, p. 115.

fessors and 29 students. The number of volumes in the college library had increased from 46,000 to 102,000. Within the fifteen years eight buildings had been erected and \$70,000 had been expended in permanent buildings. More than \$2,500,000 had been added to the wealth of Yale.³¹

As we have already seen, the colleges during the latter part of this period were undergoing many changes. The older alumni especially had to be educated to accept these changes. The elective system at first seemed to them pernicious and disruptive. The college presidents were forced to undertake some method of alumni instruction. President Seelye of Amherst began in 1884 to insert leaflets in the catalogues forwarded to alumni. In these leaflets he took the alumni into his confidence and explained the reasons for any change or lack of change. In his leaflet for 1886, for instance, he explained to the older alumni why the elective system had become a necessity at Amherst. For the benefit of the younger alumni he also stated: "We have no disposition at present to assume the name or adopt the methods of a university. We recognize how indispensable is the college training to the best professional success, and we confine ourselves to this training, leaving to the professional schools the work purely professional. . . . Our work is educational,—a work of discipline and culture. In this work we are assured that we have the sympathy and the confidence of the alumni but we desire any suggestions from you which may make our efforts more successful." Many a college at this time, urged on by its younger alumni, could not truthfully say that it had no ambition whatsoever to attain the full status of a university. Amherst could in all sincerity deny such an ambition.

More and more the college president instructed the alumni in the matter of what kind of gifts they should give to the college. In 1885 an alumnus of Harvard gave the college \$15,000 as a permanent fund. The income was to be used for encouraging political economy publications. By the aid of this fund the *Quarterly Journal of Economics* was published. President Eliot in his next two annual reports suggested to the alumni that similar publication funds would be useful in several other departments of the college. In 1888 members of the Class of 1856 accordingly gave to the president \$6,000 to be used for encouraging the publication of contributions to classical learning.³²

³¹ Report of the U. S. Commissioner of Education, 1881, p. clxi.

³² Annual Report of the President, 1887-88, pp. 29-30.

One of the great financial problems of the college president during this period was the securing of unrestricted funds, the income of which could be used to pay the mounting current expenses. Another problem was the securing of the endowment of chairs that were already established. Of all gifts, new buildings generally were the easiest to secure. The experience of most presidents coincided with the experience of President Anderson of the University of Rochester who in 1889 wrote to his successor the following: "I believe in building a college from the center outward. When the internal wants of the University are provided for, the requisite buildings will come easily. It is always easier to get men to erect buildings than to endow chairs. I have hitherto aimed at getting endowments in money rather than elegant buildings."³³

In his annual report for 1882 President Eliot confided to the alumni the needs of Harvard and, in general, the needs of many of the institutions of learning at this time. He proposed:

The attention of the friends and supporters of the University should now be turned to the increase of the quick capital, or invested funds, and especially of unrestricted funds and of funds devoted to such comprehensive purposes as salaries, retiring allowance, scholarships for undergraduates, special students, graduates, or professional students, administration and service in the gymnasium, Chapel, Library, or Dining Hall, and the maintenance of the several scientific laboratories. . . . Among large objects may be mentioned twenty-eight unnamed professorships of as many different subjects which await endowment; among small, the numerous scholarships needed for the promotion of post-graduate and professional study.

The next suggestion that President Eliot made in this same report was a novel one:

It would be a material development if the salaries of the President and Treasurer were provided for by endowment; for these two salaries are now a heavy charge upon the unrestricted income of the University, and they are annually fixed by a small board of which both those officers are members. Any small fund given in partial support of a large object will be continuously useful, in proportion to its size and the importance of the object, and will faithfully perpetuate the memory of the giver.

Thus in 1727 the Rev. Thomas Cotton, a dissenting minister of London, and Bridget his wife, gave the College £100, directing its income to be appropriated to the "augmentation of the President's salary for the time being." The President still receives a modest addition to his salary from the Thomas Cotton fund.

³³ *Annual Report of the President, 1894-95*, p. 7.

It may be doubted whether a building is, after all, so durable and desirable a memorial as a fund, the income of which is devoted to an object of permanent interest and worth. Buildings get out of fashion and decay, or are remodelled and converted to new uses. The buildings which the College occupied in the 17th century, have all disappeared; of the four buildings which belong to the 18th century, three have been put to new uses, and two of these three have been completely transformed as to their interiors several times; but the permanent funds which have come down from those centuries are still doing the very work which the givers meant them to do, and time only adds to the interest with which they are regarded.

President Eliot's recommendation to the alumni of scholarship funds for undergraduates was based upon a careful study that he had made of the effect of scholarships on the graduates and the community in which they lived. To make this study in 1878 he sent circulars to every alumnus who had received a scholarship from 1853 to 1872. Two hundred and eighty-two alumni fell in this group. In the circular President Eliot requested information concerning the following: after college training, positions held, additional professional services, present means of influence, state of health, and success attained in life. His final question was whether, on looking back, their holdings of scholarships seemed to them to have materially influenced their subsequent careers.

The alumni were almost unanimous in heartily endorsing undergraduate scholarships. President Eliot's circular led many of them to resolve to repay, or transmit to others, the scholarship aid they had received.

A startling fact was revealed by President Eliot's study. One out of every six scholarship holders from 1853 to 1872 was either dead in 1878 or reported precarious health. An analysis of the causes of these early deaths and chronic ailments revealed the fact that few of these particular scholarship holders could have passed a medical examination in their college days. President Eliot suggested that founders of scholarships in the future might well require their beneficiaries to pass a medical examination similar to that which the life insurance companies required of the persons it insured.³⁴

A survey of the specific appeals of the college president to the alumni during the early organized alumni period reveals the growing dependence of the institutions upon their graduates. One of the early appeals of this period was made by President Woolsey

³⁴ *Annual Report of the President, 1877-78*, pp. 11, 25, 145.

to the alumni of Yale on her one hundred and fiftieth anniversary. Of the financial problems of an American college president in 1850, President Woolsey paints a full and accurate picture. He says:

I . . . say in this hour devoted to our Alma Mater that her reliance must be preëminently on her graduated sons. Situated in a state and town which are not opulent, having projects and reasonable wants which far outrun its resources, where can it turn but to those three thousand living graduates, whose very number, caused by its reputation, is some proof that that reputation has not been ill-founded? As we review its past history we find it constantly struggling with poverty, and sometimes near to extinction. . . .

This day . . . reminds us of the goodly throng of our fellow-graduates, and of the support which the College hopes and expects from them. . . .

The funds now possessed by the College appropriated by their donors to specific objects other than the endowment of professorships and not capable of being used for the support of the academical corps, amount to about \$80,000. . . .

The calculation has been made at Yale College, that if the students were to pay the interest at six per cent of all the moneys spent in libraries, cabinets, public buildings, and other fixtures intended for their use, tuition would be threefold greater than it now is. . . .

Yale College ought to look for its means of advancement not to an increase in the price of tuition, but to the liberality of its graduates and other friends.

In 1850 the yearly tuition at Yale was \$33. President Woolsey goes on to elaborate upon Yale's specific needs:

First . . . I will name, although not first in importance, the erection of new buildings. The present ugly row of colleges cannot remain for more than twenty-five years . . . that is to say, one or two of them will probably need to be pulled down within a quarter of a century for very age. . . .

The library although a small one is a good one. It consists of not far from 22,000 volumes and has a better fund devoted to its management than is possessed by any other college interest. We do not therefore speak of any great deficiency here. The cabinet likewise is a good one for this country; although quite deficient in the more newly discovered minerals and in the fossil department. The philosophical apparatus is inferior to that of some of the smallest and newly founded colleges, but might be put on a good basis at a small cost. Museums in the departments of natural history are wholly wanting, and will be required, if the contemplated instruction in these branches is to be rendered efficient and useful.

One of the most urgent needs of many a college in the early part of this period President Woolsey mentions next:

But it is in the means of supporting the proper number of teachers that the College is most deficient. . . . Thus provision by permanent funds is needed for instructors in the Romanic, and in the Gothic languages. As these lan-

guages, especially French and German, are now taught, they bring a disproportionate separate charge upon term bills; and the small amount received from the students offers no inducement to any man to devote himself to these branches in the exclusive service of the college. There should be two chairs for this kind of instruction, to be filled by Americans who had prepared themselves for their work in Europe. If to this we add that Astronomy may be separated with advantage from Natural Philosophy and form a distinct professorship; and that a chair of History would not be undesirable; we shall have named all the new departments of instruction which seem more particularly to require foundations. . . .

In view of all this the friends of the College are urgently called upon to consider the importance of enlarging that part of its permanent funds which is not specifically appropriated, that it may meet any calls of the kind already mentioned, or such other important ones, as may be made from time to time.

Beginning with 1850 appeals were frequently made by the college president for endowments of fellowships and scholarships. A new need was felt—a need for graduate scholarships. In regard to the last, President Woolsey finally urges:

There is another kind of benefactions to which I wish to call attention. They are the endowments of scholarships and fellowships. We have already five undergraduate scholarships, all of them created within the last four years. They . . . are too few to produce competition, except within a small circle of students. The existing ones have a fund, four of them of a thousand dollars each, and one of them of about fourteen hundred dollars.

Graduate scholarships appear to me to be still more important. . . . Of such scholarships there are five at Yale College, viz.: three on Bishop Berkeley's foundation, and two on Mr. Sheldon Clark's; but they fail of acting as a great incitement as well on account of the small amount of the fund,—Mr. Clark's yielding one hundred and twenty dollars to each scholar, and Berkeley's about forty-five,—as from the fact that they can be held only two and three years. I am persuaded that scholarships for graduates, properly guarded by provisions requiring a certain amount or a certain kind of study, giving a support, even though a small one, to the incumbent, and capable of being retained for five or ten years, would have the happiest bearing upon the standard of scholarship; and if the plan were adopted generally, upon the general cultivation of the country.³⁵

Before two decades had passed some of the older colleges were inspired by an ambition to attain the status of a university. In 1870 on Commencement Day, President Eliot before the assembled alumni, reviewing Harvard's past and enlisting the alumni in behalf of Harvard's future, prophesied:

This University, as it is to-day, is in the main the work of the generations who meet around these tables. The former centuries, to be sure, left us a fruit-

³⁵ *An Historical Discourse pronounced before the Graduates of Yale College*, pp. 75-76, 122-28.

ful germ, and, more than that, fructifying popular principles; but the professional schools are practically all the growth of this century. One-third of the College Yard has been bought since 1833. Stoughton, Holworthy, University, Dane, Grays, Boylston, the Library, the Chapel, and Thayer have all been built since 1804. In the last ten years five times as much money has been received by the College as was received in the first one hundred and seventy years of its life. How full of promise for our future is this single fact!

But . . . there is enough still to be done by this and coming generations. We mean to build here securely and slowly a university in the largest sense. Now, as the plane of teaching rises it costs more, and it brings in less. A school will support itself; a college hardly; a university never. But we are sure that the experience of the recent past is to be continued and multiplied in the future; and we accept this last gift of the alumni (the Class Subscription Fund) as an earnest that the University may safely rely for its future on the liberality, devotion, and public spirit of its loving and grateful children.³⁶

To change a college into a university additional buildings were necessary. To the alumni of Georgetown University, for instance, President Healy in 1877 sent an appeal, suggesting that some class or individual assume the expenses that would be incurred in fitting up some of the proposed rooms in the new Academic Building. To an influential alumnus the president sent the first copy of the photolithograph of the projected building. The names of the benefactors President Healy proposed to cut in marble slabs over the entrance of the new building, while their portraits should adorn the room indebted to their generosity. The foundation of new chairs, scholarships, and fellowships was also suggested.³⁷

Because of the rapid expansion of the state institutions of learning the presidents also were forced to call upon and receive aid from their alumni. In his annual report for 1874 President Angell of the University of Michigan appealed to the alumni:

Our income last year did not suffice to meet our expenses. We may hope that the increase in the fees of students will relieve us somewhat in 1874-5. . . . After a time we shall receive important help from the State. But urgent wants have already compelled us to draw upon our future resources. The expense of the erection of the addition to the Laboratory and of the supply of certain indispensable articles to the Scientific Department has been met in this way. May we not cherish the hope that private munificence or the generosity of our alumni will also enlarge her resources?

Some of the older graduates have already set on foot a most laudable movement to endow the Professorship of Physics and devote the proceeds to their

³⁶ *Annual Report of the President, 1903-04*, pp. 51-52.

³⁷ Shea, John G., *History of Georgetown University*, pp. 264-65.

venerable and beloved teacher, Professor Williams, during his life. May not the graduates of the Law School do something toward increasing the Law Library, the graduates of the Medical School something directly or indirectly toward the erection of a hospital? Does not our urgent need of a new library building and of a new building for a Polytechnic School appeal to the public spirit of the liberal friends of sound learning in the state? . . . We cannot but hope that private generosity will freely supplement what has been done by the generosity of the State, and that the University with its great and growing work may be no less a monument of the affection and intelligent liberality of individuals than of the wise and noble spirit of the state.

During the last decade of this period several presidents suggested to their alumni the erection of a new type of building—the alumni hall. In his annual report for 1885 President White of Cornell encouraged the alumni to erect such a hall because it would serve two purposes: first, an annual meeting place where the alumni, trustees, and faculty could discuss the policy and prospects of the university; and second, an administration building. Moreover, it would also, in the opinion of President White, “attach the alumni to the University as nothing else could, for, by a subtle principle in human nature, men care really more, as a rule, for those whom they have benefited than for those from whom they have received benefits, and the alumni will prove no exception to the rule; they will be far more deeply attached to the University when they shall have bestowed something upon her beside criticism.”

Presidents stimulated alumni not only to donate buildings to the growing college but also to give books. In 1844 President Moore of Columbia, himself an alumnus of Columbia, made an urgent appeal before the alumni for contributions to the library. Later he printed the same appeal and forwarded it to every alumnus. His appeal closed with these words:

It were easy for me to point out, from among my former pupils here, alumni of the College, who, without painful sacrifice, could make its Library all that its warmest friends could wish to see it. But, not to speak just now of any such munificence, I confine myself, at present, to asking of you . . . and each alumnus of the College, some small contribution to her Library; if it be of a single volume only, or a bundle of pamphlets; yet something, in token of kindly feeling towards a place where you, in youth, received a valuable portion of your mental training; and, further, that you will, at your convenience, pay the College a visit, and see in its present state that department of it, in which, especially, I would have you take an interest. You will find the Librarian or his assistant very happy to wait upon you; or, in their absence, myself. . . .

If you, or any of your friends, should have books or pamphlets for the Library,

and will obligingly intimate the fact to me through Boyd's Express Post, they shall be sent for.³⁸

By 1880, on the plea that the library was the heart of the institution, presidents were soliciting large library funds from the alumni instead of single volumes or bundles of pamphlets. In 1885, for instance, President Capen of Tufts addressed a communication to each alumnus asking for a contribution to such a fund. During the next two years the alumni subscribed more than \$1,100, which permitted the library to purchase many books that the professors and students requested. The subscription was continued yearly and a goal of one thousand dollars for annual library expenditure was set.³⁹

Presidents engaged the services of alumni not only to secure buildings and books but also to secure students. There gradually grew up competition between colleges for students. The older colleges called upon their alumni for larger classes of students. The departments of these colleges were increasing; the student body had to increase also. The younger institutions were hard pressed to keep pace with these older and better known institutions. The few alumni that these younger institutions had were enlisted by the presidents in this competition for undergraduates.

The situation of Tufts College at this time is typical. Students were first formally admitted to Tufts in 1855. In 1875 the total number of undergraduates in the college was but thirty-two, a smaller number than the college was capable of instructing in view of its facilities. After mentioning in his annual report for 1878 other causes for this small number of undergraduates President Capen further explained:

One of these causes is the lack of loyalty on the part of those whose active support and sympathy it has a right to command.

It has been roughly estimated that there are in the other New England colleges as many sons of such persons as there are altogether in Tufts. I am persuaded that the estimate is rather under than over the proper figures. It is to be further remarked that those for the most part are the sons of men abundantly able to support them in college, and they are led to this course from the conviction that to graduate from one of the older and more influential colleges will be more in keeping with their social position and aspirations, or that the diploma of one of these institutions will give them a better standing in their professions at the start.

³⁸ *An Address to the Alumni of Columbia College, March 16, 1844*, pp. 3-4.

³⁹ *Annual Report of the President, 1884-85*, p. 25; *Annual Report of the President, 1885-86*, p. 9.

These considerations are as false as they are illusive. The best society will ever open its doors to real refinement and superior culture and what the world wants in its stations of responsibility and trust, is men, thoroughly disciplined and furnished to perform whatever they undertake. Those who can fulfil these conditions will be cordially received, no matter from what schools they come, or what credentials they bring in their hands. By such tests Tufts is willing to be tried, both as to what she has done and what she is now doing. She makes her appeal, therefore, to the patronage of all who should be interested in her growth, confident that she is not asking them to give it to an inferior grade of quality of instruction.

President Capen had for several years been carrying on a careful study of the sources of his students. As a result of this study he maintained:

The difficulty complained of would be remedied in a measure by a special fitting school established in the interest of the College under the charge of one of its graduates. Such a school would not only attract to itself boys from the principal families in our constituency, but it would remove them from those influences which are almost invariably exerted in private and not unfrequently in public schools, and which so often draw them to other colleges, even when they are well on the road towards Tufts.

This instrumentality is especially important now, since the time has not yet arrived with us, as it has with most other New England colleges, when the sons of graduates shall constitute a large percentage of its membership. Until that time comes it is somewhat hazardous, amidst the sharp competitions to which we are exposed with older institutions, to rely so largely as we are compelled to at present upon miscellaneous sources for our students.⁴⁰

Presidents of the smaller colleges tried one device after the other to secure additional students. In his annual report for 1893 President Marshall of Coe College proposed:

Another suggestion, and not so easy to formulate into a recommendation or execute as such. It is worthy of consideration. It includes an expenditure of several thousand dollars—ten or twelve thousand at least—but the practical result of the plan, when executed, will soon return the amount to the treasury of the college. The plan embraces the establishment of some of the short and cheap courses which call together the majority of students at nearly all of our colleges west of the Mississippi river. The expenditure of ten or twelve thousand dollars will enable us to establish music and art departments and also secure military drill by a U. S. army officer for the young men of the college.

President Tucker of Dartmouth yearly induced the alumni to send students from the far west and the Pacific coast to the little town among the New Hampshire hills. From 1889 to 1892 President Small of Colby made a study of the entering classes.

⁴⁰ *Annual Report of the President, 1877-78*, pp. 7-9.

He discovered that more than half of the students in these three classes had been influenced by alumni to enter Colby.⁴¹ From 1890 on, competition between colleges for students became more and more intense.

The latter part of the early organized alumni period saw the beginnings of two entirely new developments in the college president and alumni relationship. The first new development, which was inevitable in the midst of growing alumni power, was the instruction of undergraduates by the president in the rights and duties of alumni. The first college president to initiate a plan for such instruction was probably Andrew D. White who was inaugurated in 1867 President of Cornell University. In his *Autobiography* he states:

As regards the undergraduates, I initiated a system which, so far as is known to me, was then new in American institutions of learning. At the beginning of every year, and also whenever any special occasion seemed to require it, I summoned the whole body of students and addressed them at length on the condition of the University, on their relations to it, and on their duties to it as well as to themselves; and in all these addresses endeavored to bring home to them the idea that under our system of giving to the graduates votes in the election of trustees, and to representative alumni seats in the governing board, the whole student body had become, in a new sense, part of the institution, and were to be held, to a certain extent, responsible for it. I think that all conversant with the history of the University will agree that the results of thus taking the students into the confidence of the governing board were happy. These results were shown largely among the undergraduates, and even more strongly among the alumni.

The second new development was also inevitable. When the American college president during this period called upon the alumni for increased financial aid it was not long before the president awakened to the fact that the alumni had a reciprocal right to secure increased vocational aid. One of the first placement bureaus in the American college which secured appointments and promotions for alumni was one copied by Harvard in 1897 from Oxford University. From Harvard similar placement bureaus soon spread into the other American colleges. A state institution, however, inaugurated a bureau as early as 1886. President Holden of the University of California had the circular prepared in that year, and sent it to every alumnus of the University to be filled out:

⁴¹ *Annual Report of the President, 1891-92*, pp. 5-6.

Name and address..... Date
of graduation and title of degree..... Higher degrees and where
taken..... Is it your intention to follow teaching
as a profession?..... School or college in which you are now engaged.....
..... Nature of the position held therein.....
..... How long have you been engaged in teaching and where?.....
..... Other occupations, if not engaged in
teaching..... What positions have you
held in the past?..... Present salary
..... Other income which the position yields..... Subject
adopted as your specialty..... Subjects already taught
..... Additional subjects in which
you are prepared to teach..... Re-
ligious preferences..... Do you desire that the Uni-
versity should give your name to School Boards and others inquiring for
teachers?.....

President Holden later sent a circular to the various boards of education in the state and to the proprietors of private schools, informing them that the president's office could supply them with the records of its alumni who were engaged in teaching, which records would be of service to them in selecting teachers. President Holden also informed those requiring teachers that personal estimates of the character and abilities of alumni could be secured from members of the University faculty.⁴²

The great revolution that took place throughout the American college during this period is best revealed by a comparison of a commencement address by President Charles W. Eliot at the close of the nineteenth century with one by President Timothy Dwight

⁴² *Biennial Report of the President, 1884-86*, pp. 36-37.

at the close of the eighteenth century. In the successive stages of this revolution we have seen that the alumni, stimulated by the president, played an increasingly important rôle.

SUMMARY AND CONCLUSIONS

The purpose of this chapter has been to give a description of alumni stimulation by the American college president during the early organized alumni period extending from 1821, the year of organization of the first alumni association at Williams College, to 1893, the year in which a decrease in colleges of the older type began to take place. For the group of colleges that we are studying we may conclude:

1. The early alumni associations, on the whole, were organized through the initiative of the alumni themselves. It appears that at first college officials did not realize the tremendous power and influence an alumni association could exert. With the initiation and functioning, however, of some of the later alumni associations college officials were intimately connected.

2. During this period a new inspiration for college loyalty arose—intercollegiate athletics. It is difficult to overestimate the rôle that intercollegiate athletics played in stimulating the alumni movement in America. College officials in their effort to secure alumni gifts did not fail to make use of this new interest.

3. Several college presidents inaugurated alumni visiting committees. These committees furnished an excellent means for presidents to bring to the attention of their leading alumni the pressing needs of the institution. To secure unrestricted funds, the income of which could be used to pay the mounting current expenses, was one of these pressing needs. Another pressing need was to secure the endowment of chairs that were already established.

4. During the closing years one president after the other, in his bewilderment at the increasing financial needs of his institution, turned to the alumni for relief and, for the first time in many cases, joined them in their demand that they be officially represented on the board of trustees. At the end of the period more than a score of colleges gave their alumni a voice in their government.

5. When the American college president during this period called upon the alumni for increased financial aid it was not long

before the president awoke to the fact that the alumni had a reciprocal right to secure increased vocational aid. As a result the first recorded bureau for securing appointments and promotions for alumni was inaugurated by a college president toward the close of this period.

6. The instruction of undergraduates by the college president in the rights and duties of alumni, inevitable in the midst of growing alumni power, had its origin during the latter half of this revolutionary period.

CHAPTER IV

THE LATE ORGANIZED ALUMNI PERIOD, 1893-1928

THE PERIOD CHARACTERIZED

Whereas the early organized alumni period extending from 1821 to 1893 was definitely a period of college making, the late organized alumni period extending from 1893 to 1928 is definitely a period of college testing. In other words, while the nineteenth century was the century of birth for the American college, the first quarter of the twentieth century was to be the period of death for those American colleges that for one reason or another could not secure sufficient funds to finance the huge operating annual costs.

During this period the American college president, whether engaged in the struggle for expansion of his school or engaged in the struggle for existence, was to make in every financial crisis insistent demands upon the alumni. In the early days of its history there is a reference to the Alumni Association of Columbia as an "organization wearing out for want of work."¹ That could be said of no alumni association worthy of its name during the later period.

The outcome of this struggle for existence for many a college was determined, to a certain extent at least, by the number of living alumni that a college had on its roll. For the year 1884 we have available this information. In 1884 forty-two colleges reported a total of 500 or more living alumni. Two colleges reported over 6,000 living alumni. A state institution—Michigan—had the greatest number—6,384. Columbia came next with 6,020. Yale and Union had over 4,000. Harvard, Dartmouth, and Princeton had over 3,000. Washington and Jefferson College and Amherst College reported over 2,000. Oberlin, Hamilton, Brown, and Williams reported over 1,500. The living alumni of Bowdoin, Cumberland, Wesleyan, and Hobart numbered over 1,000. Georgia, College of the City of New York,

¹ *Columbia University Quarterly*, VII, 1905, p. 288.

University of Vermont and State Agricultural College, Cornell, Wisconsin, Virginia, and De Pauw reported over 800. The following, in the order of the greatest number, reported living alumni bodies which varied in number between 500 and 800—Ohio Wesleyan, Lafayette, New York University, Dickinson, Centre, Gonzaga, Mississippi, Rochester, Trinity, Gettysburg, Indiana, Monmouth, Emory, Franklin and Marshall, Allegheny, Vassar, Westminster, and Bethany.²

All but two of the forty-two colleges that in 1884 reported a total of 500 or more living alumni are on the 1928 approved list of the Association of American Universities and hence enter into our study. Cumberland University in Tennessee with a student enrollment in 1928 of 600 is one of the colleges not on the approved list. Gonzaga College is the other—the only college out of the forty-two that has passed out of existence.

Of all the colleges that reported the total of their living alumni, thirty-nine colleges have passed out of existence. Thirty-two of these were denominational colleges. The average number of living alumni in 1884 of these dead colleges was 107. Of these Gonzaga College possessed the largest number of living alumni—622. The College of St. Francis Xavier possessed the next largest number—358.

Sixty colleges reported a total of 100 alumni or less. Twenty-five of these colleges have passed out of existence. Of these twenty-two were denominational. Of the thirty-five colleges that are still in existence only twenty-four are denominational. Three are state colleges; eight are privately controlled and non-denominational colleges. A college that around 1884 had at least 500 living alumni evidently could weather the storm of finances that came thereafter. Two colleges out of every five that had 100 living alumni or less did not weather the storm. Of all colleges the small denominational college fared the worst.

The main trend of the late organized alumni period is toward specialization and professional education. To add numerous professional curricula, such as journalism, business administration, commerce, and various branches of engineering to the liberal arts college has proved an exceedingly expensive undertaking. Few liberal arts colleges have resisted the introduction of some form or other of professional education. The pressure of public

² *Report of the U. S. Commissioner of Education, 1884-85*, pp. clxxxiv-cxcv.

demand seemed to them to necessitate such introduction. Meanwhile state universities and land-grant colleges have grown tremendously. Junior colleges have multiplied. Normal schools have been converted into teachers' colleges. Several small colleges have been forced to join themselves in close association with universities.

The increased wealth of the country has made possible the increased giving to colleges in the large amounts which educational developments during this period demanded. According to a study made by Jones of income tax returns between 1914 and 1924 our national wealth in these years increased by twenty to forty billions of dollars. In 1914 there were 60 persons who had an income of \$1,000,000 or more. In 1916 there were 205; in 1921 there were 26; in 1924 there were 75. Incomes from \$100,000 to \$1,000,000 numbered 2,288 in 1914, 6,523 in 1927, 2,331 in 1920, and 5,640 in 1923.³ According to Carl Snyder of the Federal Reserve Bank of New York City the number of millionaires has increased from 7,000 in 1914 to between 30,000 and 40,000 in 1928. These figures are very significant when we remember that a careful survey made by Jones in 1926 of fundraising among colleges and universities disclosed the fact that "41 per cent of the money raised comes from the public and 77 per cent comes in gifts of \$1,000 and over from all sources, including foundations."⁴

SIZE AND FINANCES OF THE COLLEGES

During the first half of the late organized alumni period the colleges grew steadily. Harvard, for instance, in the quarter of a century from 1889 to 1914 doubled its number of undergraduates and quadrupled its number of officers. In 1889 Harvard offered 212 courses; in 1913 Harvard offered nearly 600 courses. Within these twenty-five years new departments of study came into existence at Harvard. Courses in anthropology, astronomy, the Celtic and Slavic languages, education, and comparative literature represent some of these new departments.

The investments of Harvard in 1889 amounted approximately to \$6,874,000; in 1913 they amounted to \$27,500,000. The average amount of the gifts to Harvard from 1909 to 1913 were

³ Jones, John P., *Report of the Meeting of the Association of Alumni Funds, 1926*, p. 8.

⁴ *Ibid.*

over \$1,500,000 a year. For 1912-13 the total net income of Harvard was \$2,657,546. Of this amount \$1,274,000 was interest on invested funds, and \$876,000 was received from the students in the form of fees and rents. In the quarter of a century Harvard erected thirty-five new buildings at a total cost of nearly \$10,000,000.

The growth of Harvard's library during this period is typical. In 1889 the library of Harvard contained 268,000 volumes; in 1914 it contained 625,000 volumes. During these twenty-five years its invested funds for the purchase of books increased by nearly \$200,000.

To avoid deficits amid such great growth in the number of students, courses, buildings, and facilities was hardly possible. With only three exceptions Harvard showed a deficit each year from 1898 to 1913. These deficits varied from \$14,750 in 1911-12 to \$59,261 in 1905-06. For the fifteen years they totaled over \$380,000.⁵ As they were paid out of the principal of unrestricted funds, they reduced by that amount Harvard's invested capital at a time when increase rather than reduction was becoming highly necessary.

In 1885 the country furnished one student for every seven hundred inhabitants; twenty years later the country furnished one student for every four hundred inhabitants.⁶ The total number of students in the collegiate departments of America in 1890 was 65,274; in 1900 it was 104,098; in 1910 it was 174,213. The number of instructors also greatly increased between 1890 and 1910. In 1890 there were 6,198 instructors in the collegiate departments; in 1900 there were 11,219; in 1910 there were 17,281.⁷ This increase in the body of students and instructors furnished the colleges with grave financial problems.

Whereas the colleges during the first half of the late organized alumni period grew steadily, the colleges during the last half of the period grew by leaps and bounds. In 1912 the income of higher institutions, excluding additions for endowment, was \$89,835,787; by 1922 the income had leaped to \$272,815,703.⁸ In other words, during this decade the colleges faced a threefold increase in money costs.

⁵ Potter, Alfred C., *The Changes at Harvard in Twenty-Five Years (1889-1914)*, pp. 4-S, 13.

⁶ Marx, Guido H., *Science*, XXIX (May, 1909), p. 761.

⁷ Phillips, Frank M., U. S. Bureau of Education, *Bulletin*, 1927, No. 40, p. 4.

⁸ U. S. Bureau of Education, *Bulletin*, 1926, No. 20, p. 1.

The great influx of students following the World War partly accounts for this threefold increase. Twenty-five per cent more students attended the colleges and universities in the college year following the war than attended in 1916-17, the year prior to the war.⁹ From 1910 to 1926 the number of college students increased from 174,213 to 595,458.¹⁰

A larger student body demanded a larger faculty. From 1910 to 1926 the number of instructors increased from 17,281 to 43,326.¹¹ These instructors received higher salaries than instructors received in the first half of this period. Even small colleges made a valiant attempt to cover the whole field of knowledge, thus necessitating an increased staff of instructors.

To house the swarms of students one institution after the other undertook a vast building program. Classrooms and laboratories multiplied year after year. Research and pre-professional courses called for larger libraries. Meanwhile the purchasing power of the dollar was greatly reduced, thereby placing the colleges in the grip of a financial crisis which year by year became more acute. In this crisis the college president turned to the alumni for relief.

RELATION OF PRESIDENT TO ORGANIZED ALUMNI

One general alumni association after the other was organized by the college president during this period. To secure gifts for lines of work of common interest to all departments was uniformly found by presidents to be extremely difficult. General alumni associations therefore had to be organized to build up and set to work general university spirit irrespective of the bounds of individual departments.

At the University of Pennsylvania, Provost Pepper in 1895 welded all the alumni together by founding the General Alumni Society and the graduate magazine, the *Alumni Register*.¹² Thereafter the college executive had a most valuable medium by which to make known to the alumnus the needs and program of the institution. The alumni thereby were also empowered to assist the college executive and trustees in solving some of the vexing educational problems that faced the institution.

Some of these general alumni associations are of very recent

⁹ Report of the U. S. Commissioner of Education, 1920, pp. 7-8.

¹⁰ Phillips, *op. cit.*, p. 2.

¹¹ *Ibid.*

¹² *Bulletin*, 1914, No. 3, Part I, p. 86.

growth. In his annual report for 1926 President Marsh of Boston University declared that the weakest part of the organization of the institution was in its alumni contacts. The alumni of particular departments of the institution were organized but there was no general alumni organization including graduates of all departments. He suggested that the "graduates of Boston University,—'C. L. A.,' 'C. B. A.,' 'P. A. L.,' 'B. U. S. T.,' 'Law,' 'Med.,' 'Grad.,' 'Ed.,' or 'S. R. E.,'—ALL, in every center of population should be brought together in local chapters. . . . Boston University is greater than any single College or School connected with it."

President Marsh took the first step by calling a conference of the forty-one general alumni officers representing particular departments of the institution. They unanimously endorsed the plan of an all-University Alumni Association presented by the President and instructed the various alumni presidents to work with President Marsh in perfecting his plans.¹³

During this period alumni advisory bodies also sprang up. In his annual report for 1904 President Hadley of Yale stated that frequent meetings of the Corporation were making it increasingly impracticable to have in the membership of the Corporation alumni representatives from distant parts of the country. The increasing amount of university business required yearly five meetings of the Corporation and from fifteen to twenty meetings of its executive committee. For alumni who lived west of the Mississippi River it was practically impossible to serve on an important executive committee which often had to meet on short notice. President Hadley therefore proposed that an alumni advisory board be formed so that alumni in distant sections of the country might be officially represented in the councils of the University. His plan proposed that every Yale Alumni Association which had an enrollment of one hundred or more graduates should have a representative on this advisory board.

In 1906 the Alumni Advisory Board was organized. According to Yale's Catalogue of 1906-07 it "serves as a medium for testing the opinion of the graduate body on any given measure and for enabling the graduates to present their views to the Corporation." The Advisory Board, for instance, held two meetings in 1910. Its sessions were taken up with the discussion of the following

¹³ *Annual Report of the President, 1926-27*, p. 70.

problem submitted by the Corporation: Ways in which the intellectual ambition of undergraduates may be stimulated. Two subcommittees made a report which was privately printed. The reports stressed the advantages of the Oxford Honors System.¹⁴

In 1909 Chancellor Houston of Washington University suggested that an alumni council be formed to unify the efforts of the alumni in behalf of the University. Two months later the Alumni Council was created. The presidents and secretaries of the alumni of the various departments of the institution were declared members and Chancellor Houston himself was given a seat on the Alumni Council.¹⁵

In 1916 President MacCracken of Vassar expressed the wish that the Alumni Provisional Council might become a permanent advisory body. He proposed that the greatest service that such a body could perform was educational work among the alumni which would keep the alumni informed of just what Vassar was doing in the world of education. To make known to its alumni Vassar's hopes and plans for the future, he suggested, was its greatest task.¹⁶

During the last two decades the great majority of the alumni councils have come into existence. Many college presidents found them invaluable in presenting the pressing needs of the college. Of one alumni council, for instance, it could be said in 1916: "From that body a trustee and a president for the College have already been drawn. . . . It initiated the Dartmouth College Alumni Fund on the Tucker Foundation which has wiped out two college deficits, and bids fair in time to be of still greater value to the College."¹⁷

This period witnessed the building up of a close and confidential relationship between the alumni and the college governing bodies. President Eliot of Harvard, for instance, went yearly before the meeting of the Associated Harvard Clubs and addressed the alumni confidentially. All reporters were excluded on that occasion. President Eliot called the Associated Harvard Clubs "the most important and most representative gathering of Harvard men that ever met in this country . . . the organization

¹⁴ *Annual Report of the President, 1909-10*, p. 46.

¹⁵ *Bulletin, 1909, No. 6*, p. 97.

¹⁶ *Annual Report of the President, 1915-16*, pp. 11-12.

¹⁷ *Constitution of the Association of Alumni of Dartmouth College and of the Council of the Alumni of Dartmouth College*, p. 19.

that perhaps has as much to do with working out the policies of this institution as any other one organization connected with it."¹⁸

Another president who took the alumni into his full confidence was President Tucker of Dartmouth. In his inaugural address he declared: "I make no unreasonable demands upon the alumni. Not every alumnus who has a son to be educated can send him here. Not every alumnus who has money to give can put it here. I recognize other obligations. And yet . . . in innumerable ways an interested alumni will make their interest tributary to the college. . . . The many can unite for common ends." In 1915 President Tucker accordingly suggested that the class secretaries of Dartmouth unite and form an association. To this association President Tucker yearly confided his intimate plans for the future, thus through the class secretaries keeping the entire body of alumni in close touch with the college.¹⁹ With the statement of a Dartmouth alumnus trustee President Tucker thoroughly agreed: "Unless the interest of the alumni is maintained, graduates drift away, acquire new interests, form new affiliations, send their children to other institutions, and in all probability the money goes where the children go."²⁰

Countless other alumni leaders voiced similar views and commended the college president for keeping in close touch with the alumni. At the twenty-fifth anniversary of Bryn Mawr a prominent leader of the alumnae commended the work of President Thomas thus:

The business that fails to get successive orders from the same customers will soon go into bankruptcy. The alumni are the customers of the college. An alumnus has concluded his first purchase when he graduates. Will he come back for a second purchase? That is, will he send his boy? The welfare of the college hangs upon the answer to this question. . . . A wise president will not fail to seize, on behalf of the college, upon the enthusiasm and love of the alumni, to harness this young energy to service. Our President has done this for us . . . she has poured into every one of us some measure of her own passion for work.

The colleges of this period were much affected by good examples of alumni organization elsewhere. In his annual report for 1910 President Perry of Marietta suggested that at the coming com-

¹⁸ *Report of the Tenth Conference of the Association of Alumni Secretaries*, p. 156.

¹⁹ Lord, John K., *A History of Dartmouth College*, pp. 485-86.

²⁰ University of Illinois, *Installing of Edmund James as President of the University*, pp. 66-67.

mencement a committee be appointed by the alumni to study what had been done towards alumni organization in Yale, Grinnell, Amherst, and Dartmouth. Presidents of state universities also studied alumni organizations of other institutions and suggested the building up of more efficient alumni organizations adapted to their special needs. In his annual report for 1925 President Thompson of Ohio State University stated: "The tendency is to think in terms of money and materials. . . . The chief concern, however, is to carry in the minds of the alumni a true conception of what a university really is and to arouse in these alumni from year to year an appropriate enthusiasm for such ideals. A thousand alumni united on important University ideals would be underestimated at a million dollars a year. Universities grow through the creative power of imagination and the persistent influence of University sentiment and tradition. These find expression chiefly in the alumni."

This period saw the inauguration of an entirely new alumni office—that of the full-time alumni secretary. Before 1900 less than a dozen American colleges could boast of such an officer. To-day there is hardly a college of any importance or size that does not have some official to whom is entrusted the important duties of the alumni secretary.

In general, the college assumed full or partial responsibility for the payment of the salary of the early alumni secretary. Several alumni secretaries, however, from the beginning received their entire salary from the alumni association. One of the first of these was the alumni secretary of the University of Michigan in 1897.²¹ To-day a large number of full-time alumni secretaries are paid by the alumni, and are independent, so far as salary is concerned, of the college.

The formation of the Association of Alumni Secretaries in 1913 proclaimed to the college world that a new profession—alumni secretaryship—had appeared on the horizon. At its annual conference in 1927 the Association of Alumni Secretaries together with the Alumni Magazines Associated and the Association of Alumni Funds formed the American Alumni Council with the following general objects: "The furthering of friendly relations between its members; the interchange of ideas on their common problems, the encouraging of professional pride in alumni work;

²¹ Association of Alumni Secretaries, *Handbook of Alumni Work*, p. 13.

the stimulating of the individual alumni association; and the promotion of a universal consciousness among our college-trained citizens that education is man's greatest agency in the fight for freeing the human spirit." This organization has been a great power and promises to be an even greater power in the educational world of the future.

Before the full-time alumni secretary arrived on the scene the college president or some member of the faculty performed some of the services that later devolved upon the new alumni officer. In 1895 President Wilder of Illinois Wesleyan University, for instance, edited the *Alumni Record* of the University—a task which involved a great amount of labor on the part of the president in the midst of his other duties. The ultimate object of the *Alumni Record*, in the words of the president, was to stimulate alumni and friends to bestow "gifts for buildings, scholarships, and endowments. . . . Its most urgent demands to-day are for a new science hall, a new hall for a ladies' home, and a larger endowment."²² The alumni publication of Grinnell College was edited by President Main as late as 1913 and was used particularly as a medium for his policies.²³

As the financial problems of the college increased, the college president more and more came to suggest the securing of an alumni secretary to assist him. In his annual report for 1906, President Benton of Miami recommended the employment of a field and alumni secretary to stimulate the alumni and to secure funds. Some of the alumni secretaries when alumni secretaryships were first inaugurated gave instruction in various departments of the college in addition to their alumni activities. Later some of the alumni secretaries were given the official appointment of Assistant to the President and coöperated with the President in presenting the needs of the institution to alumni and friends.

Of necessity the number of speaking engagements of the college president increased greatly during this period. In 1905 President Stewardson of Hobart College, not long after his inauguration appealed to the alumni to secure "opportunities to represent the College on the platform or in the schools."²⁴ A careful reading of the alumni publications and annual reports of college presidents

²² *An Historical Sketch of the Illinois Wesleyan University together with a Record of the Alumni (1857-1895)*, p. 5.

²³ *Report of the Second Conference of the Association of Alumni Secretaries*, p. 30.

²⁴ *Bulletin*, 1905, No. 1, p. 5.

reveals that this appeal is practically the sole appeal made by a college president during this period for additional speaking engagements. Evidently they were embarrassed by an overabundance rather than by a lack of speaking engagements.

During the administration of President Hadley of Yale, circuits were arranged for alumni speakers from the University. After a few years of this plan Yale stated in 1910 that "it is now recognized that the associations should meet all traveling expenses of Yale's representatives."²⁵

In his annual report for 1917 President Hoffman of Ohio Wesleyan suggested to the secretaries of the local alumni associations that his alumni engagements be condensed yearly into three periods of two weeks each. He recommended that the first period fall in December, the second in February, and the third in March. Too frequent absences from the institution, he declared, were neither good for him nor profitable to the student body. Moreover, such a condensed schedule would save considerable money. Visiting alumni associations helter-skelter from Des Moines, Iowa to Boston, Massachusetts he had traveled during 1916-17 nearly 22,125 miles.

To keep in touch with the scattered alumni the college president was forced to depend on secondhand contacts—publicity—more and more. Many colleges furnished the alumni free copies of the annual reports of the president. The annual report of the president of Yale up to 1900 was entitled: "President's Report. To the Corporation of the University." In the first year of his administration President Hadley began to entitle his annual report: "President's Report. Presented to the Corporation and to the Alumni at Commencement." This changed title is but one of many indications of the growing importance and power of the alumni.

In 1902 President Harper of the University of Chicago suggested to the trustees that copies of the *Annual Register* be mailed to every alumnus of the institution. Although the volume was an expensive one, President Harper maintained that the constant changes in the institution necessitated the taking of such a step in order to acquaint the alumnus of these changes.²⁶

In his annual report for 1911 President Schurman of Cornell

²⁵ *Annual Report of the President, 1909-10*, p. 60.

²⁶ *The President's Report, 1892-1902*, p. xxxix.

stated that beginning in 1909 he had sent to the secretaries of all local alumni associations, as well as to the permanent class secretaries, the current announcements of the institution and any other publications that he felt would be of special importance to alumni. Through the secretaries the individual alumni had kept up-to-date on the progress of the University.

At the annual meeting of the Associated Harvard Clubs in 1911, President Lowell frankly admitted that Harvard was not carrying on its publicity work as well as it ought. He urged the alumni to take over from the University all publicity work. He contended that it could be done by the alumni with a much greater amount of influence over the general public.

Radio to-day is revolutionizing the college publicity program. One college after the other is turning to the radio. Probably the University of Iowa is at present making the most outstanding use of the radio. During the present administration of President Jessup the University has introduced "Alumni Hour Programs" in order to keep the alumni in touch with the institution. The typical program broadcast weekly from Station WSUI includes the most important campus news of the week, announcements of coming events of interest, alumni news, music, and a feature which varies from week to week.

The feature of March 18, 1928, for instance, was an address on "The College of Engineering" by Dean Williams. The feature for the first week of the following month was an address on "The Graduate College" by Dean Seashore. Two weeks later the feature proved to be among the alumni one of the most popular, being an address by Travis-Hunter on a laboratory experiment entitled "Listening in to the Brain at Work." The next week Professor Wilcox gave an address on "The School of Music."

The features of the following month reveal some of the various practical uses of radio for the American college. The first week Dean Packer spoke on "The 1928 Summer Session." The second week Professor Higbee, the Director of the Alumni Hour Programs, gave a talk on "The Sixty-eighth Commencement." The following week Director Lauer addressed the radio audience on "The Extension Division." The last week Dean Houghton spoke on "The New College of Medicine."²⁷ The radio at present promises to solve some of the publicity problems of the American college.

²⁷ *Report of the Fifteenth Conference of the American Alumni Council*, pp. 109-12.

RELATION OF PRESIDENT TO FINANCIAL CAMPAIGNS

The entrance of the United States into the World War brought about a serious falling off in the number of students in higher institutions. The colleges suffered huge deficits. After the war, increased salaries and the flood of students increased these already huge deficits. College drives for money began.

The word—drive—was developed during the war. It was then also that the technique of the drive was developed. Class quotas and sectional quotas were minutely worked out by the colleges. Press notices were written daily. Follow-up letters were sent. The president in many cases had to renounce his educational leadership entirely and become a mere financial agent. The members of the faculty were also utilized as workers in the campaign.

Emotional appeals were generally resorted to. A few colleges, however, based their appeals for funds on an informational rather than on an emotional basis. In his annual report for 1919 President Lowell of Harvard stated that the Endowment Fund Committee during the past spring had carefully prepared its plans and had set its mark at \$15,000,000. The alumni solicitors were then asked to attend Harvard for three days. These three days were humorously styled the "Old Grads' Summer School." During the three days the alumni solicitors conferred with the officers and department heads of the institution, which enabled them to explain to the alumni they canvassed the imperative need of funds. Through them alumni objectors to the campaign learned for the first time that the institution of their college days was no longer in existence—a vaster institution had taken its place which demanded vast funds.

According to a survey made in 1926 by Jones, sixty-eight different college campaigns resulted in the securing of \$149,391,142.38 from 491,893 givers. The total amount in alumni gifts was \$68,797,129.35 from 315,492 alumni. Of all money raised the alumni gave 46.1 per cent. The average size of the alumni gift was \$218.06. Wellesley secured as high as 95.3 per cent of its alumni body as subscribers; Princeton secured the next highest proportion of its alumni body—85.6 per cent. Michigan and Harvard had the largest number of alumni gifts.²³

²³ Jones, John P., *A Nation-Wide Survey of Fund Raising (Second Study)*, pp. 9, 12, 16-17, 20.

The imperative need of these large campaigns can readily be seen when one takes into consideration the additional fact that many colleges depend chiefly for maintenance upon incomes derived from invested funds. The enormous decline after the war in the purchasing power of the dollar, together with increased salaries and the flood of students, embarrassed the colleges tremendously. The Endowment Fund Committee of Princeton, for instance, estimated that six of the fourteen million dollars raised in the campaign would be absorbed entirely in restoring Princeton to its ante-bellum financial status. In other words, six million dollars would be absorbed in repairing the losses incurred by the diminishing value of the dollar.

Drives, however, were soon overworked. A huge unpopularity finally was attached to the word "drive" and the thing it stood for. Many a college president fiercely attacked the drive or intensive campaign method. In her annual report for 1923, President Woolley of Mount Holyoke very ably summed up the anti-drive position:

In addition to the money secured, a two-fold advantage resulted from the campaign. The first advantage consisted in the better organization of the alumnae and their closer affiliation with the college, an organization and affiliation which we hope to make permanent. The second advantage came from the increased publicity given the college. . . .

In spite of these advantages it was apparent that the time had come for the substitution of some other method of raising money, especially for colleges which are not local in their appeal. A campaign is a hectic and wasteful method, wasteful of the time and energies of the president and members of the faculty, appointed to give service of quite a different character, and depleting their capacity for such service. Again, a campaign which must call upon the public in general, whether interested or not, often places the college in an undignified position. Any course of action which causes an institution to be regarded as a beggar, rather than a benefactor, is a mistake. I question, too, whether it is good for a college to have its representative, president or other members of its faculty, subjected to some of the experiences inevitable in a campaign.

On the other hand, a college must have increasing resources outside of its fees, and the development of its financial life . . . is important. But this development of the financial should be along the lines of a steady progressive policy. An institution which paid attention to its academic interests only by fits and starts, would be considered a fit candidate for a hospital for the insane. . . .

The appeal to alumnae should be for regular annual gifts, not a pittance, but an amount commensurate with what the alumnae have received from the college and their ability to pay. Many alumnae discovered during the last cam-

paign that they could give ten times, a hundred times, more than they had ever pledged before and would be glad to support some well-worked-out scheme for annual gifts. It is within their power to send annually into the treasury of the college an amount equal to the interest on a two million dollar endowment.

The mistake of the campaign, as far as the general public is concerned, is that it puts the cart before the horse, in trying to secure a gift, before cultivating the interest. It is legitimate to try to arouse this interest, a service quite as valuable to the possible benefactor as to the college itself, but the cultivation requires more than a fifteen minute interview, or campaign documents, however attractive they may be.

The general breakdown of the drive method strengthened the alumni fund movement. At the outbreak of the war the movement was at Yale nearly a quarter of a century old. It was in 1890, during the administration of President Dwight, that the Yale Alumni Fund Association was established by the Corporation. Its object was to secure from every alumnus an annual gift for general university use. At the end of each fiscal year it published a book which contained the names of all contributors arranged by classes with the total gift by each class. The first year it reported 385 members and total receipts amounting to \$11,015.88. Up to June 30, 1927 the total receipts of the Fund were \$7,729,092.58, of which \$3,468,460.61 remained as Principal Fund, and \$4,027,118.95 had been given the University for income for general current expenses.²⁹

The Yale Alumni Fund is controlled by a Board of Directors composed entirely of alumni. The President of the University has the power to select the members of the board. Ever since 1890 Yale has relied more and more upon the income from the Alumni Fund to supply her annual needs. Many large gifts coming from others than alumni have also been directly traced to this fund. The generous giving of Yale's alumni was a great influence in securing money from large benefactors. In 1913 a Yale official openly stated: "Mrs. Sage's \$600,000 and Rockefeller's million can be traced to this fund established by Yale alumni."³⁰

Gradually the alumni annual fund idea spread to other colleges. Annual deficits, which were becoming not the exception but the rule in American colleges, demanded a solution. The alumni annual fund claimed to be the solution. In his annual

²⁹ *Thirty-Seventh Annual Report, 1926-27*, pp. viii-x.

³⁰ Embree, Edwin R., *Report of the Second Conference of the Association of Alumni Secretaries*, p. 74.

report for 1905 President Chase of Bates made a definite appeal to the alumni for annual funds. He suggested that twenty-five alumni contribute \$50 each per year; fifty alumni, \$25; fifty alumni, \$20; one hundred alumni, \$10; and six hundred alumni, \$5. This total amount of \$7,500, he stated, would remove the danger of an annual deficit and would also strengthen departments at vital points. Funds contributed by non-alumni could then be credited toward increased endowment.

In 1907, during the administration of President Tucker, the Dartmouth Alumni Fund was started. In 1915 the Alumni Council took over the Alumni Fund which until that time had brought contributions from only a small percentage of the Dartmouth alumni. In the year 1927-28 the total contributions to the Fund amounted to \$120,435.44. After the expenses in making the campaign were deducted \$102,387.75 was turned over to the College for current expenses and \$3,282.50 was added to the principal of the General Fund. Without the Alumni Fund, Dartmouth would have suffered a deficit in 1927-28 of over \$100,000. The Alumni Fund has made possible the operation of the College since the war without a single financial deficit.³¹

In 1923 the Treasurer of Dartmouth College stated that the middle point in the alumni constituency of Dartmouth was in the Class of 1909, which class was only 14 years out of college.³² To contribute large gifts out of capital was therefore impossible for the majority of the alumni. To contribute small annual gifts to current expenses was possible for all. No promise, however, is solicited from alumni that they will subscribe a certain definite amount over a period of years. The unpredictable need of the college over a period of years made definite pledges impracticable. Year by year the alumni quota steadily advances. Year by year the total income of Dartmouth's alumni also advances, thus permitting their contributions to keep in step with the advancing alumni quota.

To President Hopkins a great deal of the success of the Dartmouth Alumni Fund is due. Continually he stresses the urgent need of the Alumni Fund. A class secretary, for instance, proposed that his class withdraw from the Alumni Fund and undertake to build up a class fund for a specified gift. President

³¹ *Financial Report, 1927-28*, p. 9.

³² *Report of the Tenth Conference of the Association of Alumni Secretaries*, p. 121.

Hopkins, according to the Executive Assistant to the President, answered the class secretary somewhat to the effect that "the joy in Heaven over one sinner who repenteth is scarcely equal to the joy of a college president over the gift of one dollar to which there are no strings attached."³³ Within this answer lies the principle of the college alumni fund.

The following suggestion was made in 1925 by a Dartmouth alumnus who was a very enthusiastic supporter of the Alumni Fund. Addressing the graduating class he pointed out that Dartmouth spent about a thousand dollars more per student to educate the Class of 1925 than Dartmouth had received from them in tuition. He suggested that the Class of 1925 pledge to repay Dartmouth the \$350,000 they still owed her on their education. The class voted to make this payment.³⁴

In 1920 the Alumni Fund of Columbia University was founded. In his annual report for 1925, President Butler of Columbia called attention to the reliance that the University was placing on the Alumni Fund. "Without assistance from the Alumni Fund," he declared, "it is plain that the time has arrived when the University is about to be gravely embarrassed in making its budget year by year. Gifts for specific purposes, however interesting or important, have no effect upon the deficit in income and expense account. That deficit can only be met by unrestricted gifts which the Trustees are at liberty to apply to meeting the cost of current maintenance of the University's work. No other sort of gift approaches one made in this way and for this purpose." In his annual report for 1926 President Butler requested that the Fund within the next two or three years yield at least \$100,000 annually to be used for the current expenses of the University.

In 1924 the Alumni Fund of the University of Pennsylvania received official sanction as an organization. To furnish the basis of a program of appeal financial and educational surveys of the University were made. In his report for 1924-26 Provost Penniman stated that the program of needs resulting from the surveys called for the raising of \$45,650,000 by the 200th anniversary of the University in 1940. This amount was to be raised by annual gifts secured from the alumni and other friends of the University. Special intensive campaigns were also to be conducted

³³ Strong, Robert C., *Report of a Meeting of the Officers and Representatives of College and University Alumni Fund Associations and Councils, 1925*, p. 20.

³⁴ *Ibid.*, p. 22.

for definite school or departmental projects. All projects calling for intensive campaigns were to be first approved, however, by the Alumni Fund.

Of the two methods of securing funds—the intensive campaign and the alumni fund—the latter is by far the better. The intensive campaign is temporary. The alumni fund is permanent. The intensive campaign is emotional. The alumni fund is rational. The intensive campaign is expensive. The alumni fund is relatively inexpensive. And yet the purposes to which alumni funds are devoted have received and are to-day receiving criticism from several college presidents.

In his annual report for 1912 President Hibben of Princeton expressed regret that the alumni funds which averaged \$65,000 annually were immediately absorbed in the running expenses of the University. He suggested that sufficient permanent endowment be secured to yield the University \$150,000 annually. He recommended the principle that endowments should provide for past obligations while annual funds should provide for future obligations. The normal growth and progress of the University should be taken care of through the generous gifts of the alumni.

In 1920 President Burton of the University of Chicago announced that the settled policy of the administration was to incur no deficit. Financial appeals would be made to the alumni for measures of advance; no financial appeals would be made to the alumni for deficits. In 1916-17, for instance, the alumni and friends of the University had been solicited for the development of an important advance—the Medical Schools. From time to time they had been solicited for the erection of new buildings. At no time had they been solicited for deficits.³⁵

In his annual report for 1920 President Hadley of Yale stated: "Gratifying as has been the response of the alumni to Yale's needs in each of the last three years; it is manifestly wrong to ask them to face a recurrent deficit of \$400,000 or \$500,000 a year." He announced that arrangements were being made to secure \$5,000,000 additional endowment. He suggested that this endowment be obtained quietly and that a public drive be avoided. Thereafter, he assured, the Alumni Fund could be used "for its proper purpose of allowing Yale to expand and to meet new emergencies as they arise. It will no longer be a question of keeping finan-

³⁵ American Association of University Professors, *Bulletin*, 1921, No. 4, p. 20.

cially even; it will become a question of keeping educationally ahead."

In spite of this assurance President Angell of Yale in his annual report for 1924 was compelled to sound this warning: "An educational institution has no more moral right than a private individual to live outside its means, and, while we have more than kept pace with our expenditures, we have in many points been seriously handicapped for lack of funds and have been obliged to rely upon the income from the Alumni Fund to a degree which the officers of the University regard as inadvisable." The American college everywhere was facing a somewhat similar financial crisis as that described by President Angell.

Probably the most searching warning of all was sounded by President Wilbur of Stanford University. In his annual report for 1921 he stated:

It is primarily essential that the endowed university must conduct its affairs in such a way as to breed confidence. Nevertheless one of the most serious defects of university finance has had a rather unusual result. The ordinary business which is conducted upon a deficit basis has no friends, but many universities over a long period of years have been able to accumulate annual deficits and these have been met by gifts from the alumni. It has been a very bad policy in one way and a good financial policy in another, because it has brought support year after year. When the endowed universities are able to live within their budgets and obtain gifts equal to those now obtained to meet deficits for new projects and growth, a much sounder form of university finance will be established and the advance of the universities will be more uniform and satisfactory.

Four ways of dealing with the situation were open to the American college in its financial crisis. The first way was to increase the student fees. This the American college did. So gradual was the increase of student fees, however, and so sudden was the increase of current expenses that this way did not furnish much relief to the American college. The second way was the securance of additional endowments. This way also involved a slow and gradual method of procedure. Many a college discovered at the close of one endowment campaign that the needs that had sprung up meanwhile necessitated a second, though smaller, endowment campaign. The third way was to appeal to the alumni for annual gifts to an alumni fund. This took care of college deficits but rarely took care of college betterment. The fourth way was to undertake a drastic curtailment of the

college program. Of all ways this was the least popular among colleges. It may increase in popularity in the future.

INSTRUCTION OF ALUMNI AS TO KIND OF GIFTS DESIRED

Throughout the late organized alumni period the college president instructed the alumni concerning the kind of gifts the growing college most desired and needed. New buildings and, for some, new sites constituted two of the needs. At Columbia, for instance, President Low frequently called upon the alumni for financial aid and advice. Up to the time of his administration alumni contributions had been very meager. In 1891 when Columbia was considering the purchase of its present site the opinion of the alumni was requested as to the desirability of the proposed move. The alumni approved of the purchase and together with friends of the institution pledged \$370,000 for the purpose. Later a committee of the Alumni Association coöperated with President Low and raised \$50,000 more.³⁶ In 1895 President Low appealed to the alumni to erect a dining hall.³⁷ In his annual report for 1898 he stated that \$59,178.25 had been subscribed by the alumni for the purpose. In his report two years later he announced that an additional \$100,000 had been given by the alumni for the purpose of building another story on University Hall, the hall in which the dining rooms were housed.

In his annual report for 1898 President Eliot of Harvard stressed the need of a building for the Department of Architecture. In his report for the following year he announced the gift of \$100,000 for such a building and \$100,000 additional for the endowment of the building. The income of the endowment was to be used for the running expenses of the building, such as insurance, repairs and renewals, service, the proper supervision of its draughting-rooms, collection of casts, models, and photographs, and library. It was the first college building that was provided with an adequate endowment at the start.

This building was the gift of Mr. and Mrs. Nelson Robinson of New York and was erected in memory of their son, who was a member of the Class of 1900. In his annual reports for the year of 1901 and 1902 President Eliot announced that these donors had added \$350,000 to the endowment funds of the building. Five

³⁶ *Annual Report of the President, 1891-92*, pp. 1-4.

³⁷ *Ibid.*, 1894-95, p. 45.

thousand dollars of the income from this sum was to be added annually to the principal to provide against increasing expenses and the possible decreasing rate of interest on the fund. It was further stipulated that out of the income the equipment in the building was to be kept in first-class condition and improved from year to year.

Moreover, one traveling fellowship and one graduate scholarship were to be annually provided and two additional fellowships and two additional scholarships annually in case the college officers so decided. Out of the rest of the income the salaries of the professor of architecture and the professor of landscape architecture were to be paid. Whatever income remained was to be used to pay the salaries of additional teachers employed in the building and to pay retiring allowances in the department of architecture or in any other department. One can thoroughly agree with President Eliot when he said: "These dispositions make it certain that the new hall and its contents will be made permanently useful without expense to the Corporation and will be maintained in the highest state of efficiency. All imaginable adverse chances are provided against as completely as thoughtful foresight can contrive."

This first endowed building, President Eliot frequently used as an object lesson to benefactors of buildings. In his annual report for 1901 he bemoaned the fact that in the case of four of the seven new buildings under construction no provision had been made for their running expenses. He contended that "possession of these admirable new buildings is not without its embarrassments." Finally, in his report for 1903 he declared: "It has become perfectly clear that the Corporation cannot accept new buildings unless such gifts are accompanied with funds the income of which will enable the Corporation to use the buildings provided."

In 1906 President Needham of George Washington University urged upon the alumni the great need of three new buildings. One of these buildings was an Alumni Hall. More than 100 alumni residing in Washington had already subscribed from \$10 to \$1,000. President Needham urged the early completion of the \$150,000 fund necessary for the erection of the building. He also suggested the gift of a new building for the Department of Politics and Diplomacy and sufficient endowment to secure a Dean and several associates. The third building that he suggested was a

new building for the Department of Law and Jurisprudence. "If an alumnus has the money," he declared, "and desires fame let me commend to him the building of a Hall, to be named after him, upon Seventeenth Street just below the State Department, that shall house the Law and Jurisprudence School of this University."³⁸ Expansion in every direction increased the building program of the American college.

Among the most expensive new buildings of this period were the college laboratories. Through scientific researches and discoveries in these laboratories wealth has been produced for industry. For some of the later laboratories wealth has furnished the funds. How the college laboratory workers may be public servants Provost Penniman of the University of Pennsylvania explains. "If a chain of laundries," he says, "after their customers have made it hot for them, wish to determine why collars are so perishable, they may apply to a university and perhaps establish a fellowship in order to get the problem solved. If in the manufacture of glass refractory bubbles appear, it is the university that is appealed to. If an industry's peak of production begins to sag, the university is again called in. Thanks to university research, a frankfurter sausage, now on the market, is provided with a vegetable casing, said to be tasty and digestible."³⁹ Provost Penniman recognizes that some would call such university research sacrificing principle for utilitarianism. With those who so contended, however, he would disagree.

The expansion of the state universities during this period necessitated vast building programs for one university after the other. The demand for the addition of a medical school to the state university called for new buildings. The demand for the addition of an engineering school called for additional buildings. The demand for an agricultural school, a school of education, a school of law, a school of pharmacy, and various other schools called for a multitude of new buildings. The alumni of the state universities rendered incalculable assistance as members of the state legislatures and as lobbyists in securing appropriations—a large percentage of which went to these new buildings. "It is not too much to say," according to the judgment of Shaw in 1917, "that the mill tax which forms the main item of support of the Uni-

³⁸ *Bulletin*, 1906, No. 2, pp. 5, 21.

³⁹ *World's Work*, LII (June, 1926), p. 193.

versity of Michigan, and several other state universities, has only been made possible through the influence of the alumni of the universities throughout the state, particularly through the representatives of the university in the legislature."⁴⁰

Alumni themselves were influenced by presidents to make contributions of buildings. During the second decade of the century, before adequate buildings had been provided for the College of Law, President Hutchins of the University of Michigan could say that 40 per cent of the buildings and equipment of the University had been donated by alumni and friends.⁴¹ Of the total value of the land and buildings of the University as late as 1921 about 31 per cent had been donated by alumni and friends. Trust funds, mostly from alumni, to the amount of \$967,634.95 were held in 1921 by the University. To the organization of the alumni by President Hutchins between the years 1910 and 1920 was due this remarkable state of affairs.⁴²

Dormitories were frequently solicited from alumni by the college president. President Little of the University of Michigan in the *Michigan Alumnus* of March 19, 1927, proposed that the alumni contribute gifts for dormitories for non-fraternity men. These dormitories were needed, he stated, not only to improve the housing conditions of non-fraternity men but also to give them a nucleus for intramural sports and social contacts.

The rapid growth of the state university left many gaps to be filled by the alumni. In his annual report for 1920 President Burton of the University of Minnesota stated: "A state university sorely needs many things which can scarcely be provided out of public funds. Many things are essential which cannot be classed as necessities. . . . The endowment of a few outstanding professorships would be tremendously stimulating to the faculty. An adequate meeting place for the University, the expansion of our hospital facilities, suitable quarters for the health service, residence halls, a students' union—these are among some of the outstanding necessities at the present moment. The alumni here, as at other state universities, must more and more accept their obligations for increasing, through private gifts, the resources of their Alma Mater."

In his annual report for 1923 President Coffman of the Univer-

⁴⁰ *Handbook of Alumni Work*, p. 14.

⁴¹ *Ohio State University Monthly*, XVIII, 1927, p. 359.

⁴² Price, Richard R., *The Financial Support of the University of Michigan*, pp. 44-45.

sity of Minnesota suggested to the alumni the need of a building, known as the Alumni Building. This building, he proposed, should house the alumni offices and the alumni publications. It should serve for alumni meetings and general receptions. It should not be designed for the holding of classes. President Coffman finally suggested: "It should not be strictly utilitarian, but a work of art." Institutions everywhere were beginning to pay more attention to the aesthetic aspect of the college campus than they had in the past.

A common method for securing buildings was adopted by the University of California in 1914. In his annual report for that year, President Wheeler stated that the most important task that the University had at that time was the passing of an initiative measure to issue state bonds to the amount of \$1,800,000 for new university buildings. Alumni were employed all over the state to secure the required 31,000 signatures.

To secure state appropriations the president frequently circularized the alumni. In 1921 President Kinley of the University of Illinois asked for an appropriation of \$10,500,000 for the next ten years. The director of athletics was put in charge of the state alumni part of the campaign. An active alumni club was organized in every county of the state. The alumni were organized "from Egypt to Chicago."

The alumni were then requested to interview the members of the state legislature in their districts and find out their attitudes. Meanwhile President Kinley sent the alumni of the state letters and booklets. The booklets were carefully prepared by the director of publicity who spent "most of his time preparing these booklets." In this publicity the service of the university to the state was stressed. In spite of this thorough campaign the appropriation was finally cut to \$8,860,000.⁴³

For securing appropriations from the state the American college president occasionally calls on the alumni to marshal and present significant data. In 1913 President Van Hise of the University of Wisconsin appealed to the alumni executive committee for aid in securing the state appropriation. Statements which grossly misrepresented the facts were traveling up and down the state. The chances for securing an adequate appropriation appeared very doubtful.

⁴³ Stephens, Carl, *Report of the Eighth Conference of the Association of Alumni Secretaries*, pp. 103-04.

The alumni voted to publish a handbook of information concerning the University. In this handbook they dealt with these unjust criticisms. The University authorities were given no part in the writing of the handbook. The facts were merely stated. Arguments were omitted. Every member of the alumni executive committee signed the resulting document, although men and women of every political faith were on the committee.

More than 10,000 copies of the handbook were scattered widely throughout the state. The press commented upon it. The fact that the members of the committee included every political faith removed the possibility of dragging the handbook into party politics.

The publication of this handbook did not complete the work of the alumni. They next undertook a systematic campaign of information regarding the various amounts requested by the University. Heads of departments had no share in this. On every major need the alumni appointed a committee to investigate its validity. The chairman of the committee to investigate the need of a liberal arts building, for instance, was one of the most prominent school men of the state. The chairman of the committee to investigate the needs of the medical school was a Chicago surgeon with an international reputation. No alumnus who was in any way officially connected with the University was appointed on a committee.

The conclusions of these various committees were published and scattered throughout the state. All these efforts together saved the University appropriation for the year.⁴⁴ Although most of the state universities were conceived in politics it would appear that they do not necessarily have to be the victims of politics for the remainder of their days.

For the endowment of professorships—another need of the American college—the college president also called frequently upon the alumni. In 1900 President Greene of William Jewell College requested that twenty alumni give \$5,000 each toward such endowment. At the time of his request he had already gotten five alumni to do so. President Greene also suggested that individual alumni undertake the endowment of a single chair in William Jewell College. The interest on thirty thousand dol-

⁴⁴ Lochner, Louis P., *Report of the Second Conference of the Association of Alumni Secretaries*, p. 89.

lars, he urged, would "support a teacher every year for all time to come."⁴⁵

In his annual report for 1901 President Eliot of Harvard commented upon the fact that men of wealth were becoming more and more inclined to endow research. He also called attention to the fact that several recent donors had specified that the professors on their endowments be granted sufficient leisure to enable them to make substantial contributions to the advancement of learning in their several departments. The donor of the Henry Lee Professorship Fund, for instance, stated: "It is my wish that the person chosen to hold such professorship may have his duties as instructor made sufficiently moderate in amount to give him leisure to study and think and write and otherwise become a master and a leader in his subject."

In his report for 1902 President Eliot stressed endowments for the library and endowments for professorships. "The two essential provisions at any seat of learning," declared President Eliot, "are teaching and accumulations of books, and the endowments which secure these two provisions are the fundamental endowments." At this time Harvard possessed forty endowed professorships. Ten of these professorships had been provided within the last six years. Four of these professorships had been provided within the past year.

In his annual report for 1904 President Eliot stated that in the matter of endowments Harvard was facing a crisis. He urged the alumni to assist in securing \$2,500,000 for salaries, retiring allowances, and the permanent endowment of professorships. He called their attention to forty professorships in the Faculty of Arts and Sciences which had no endowment whatever. Each professorship called for one assistant professorship, one instructorship, and a number of assistantships. These, he urged, should also be endowed. A fund of \$100,000 to \$125,000, he suggested, would endow a full professorship; \$50,000 would endow an assistant professorship; \$25,000 would endow an instructorship; \$12,500 would endow an assistantship.

The alumni immediately responded to President Eliot's appeal. In his annual report for the following year President Eliot announced that an alumni committee headed by Bishop William Lawrence, President of the Alumni Association, had already

⁴⁵ *Bulletin*, 1900, No. 2, pp. 10-11.

secured more than two millions of dollars with but little publicity. The soliciting committee first made use of private interviews and letters. Later they sent circulars to all living Bachelors and Masters of Arts. No appeal was made through the press.

In 1903 President Harris of Bucknell suggested to the alumni the following endowments and funds, each of which "would bear and perpetuate the name of the donor." First, a fund of \$100,000 or more would endow a department. Second, a fund of \$50,000 would endow a professorship. Third, a fund of \$10,000 would endow a fellowship. Fourth, a gift of \$1,000 or more would endow a scholarship. The income of the \$1,000 toward the expenses of the student would be estimated from the average income of the college funds. Fifth, a gift of any amount, large or small, would aid in establishing a college loan fund. The principal would be kept intact. Only the interest from the fund would be loaned to students. Sixth, a gift of any amount, large or small, would aid in establishing a fund for the retirement of professors.

To stimulate individual giving President Harris later had the Board of Trustees designate as Founders those who gave \$10,000 or more to the funds of the institution, and as Patrons those who gave \$1,000 or more, but less than \$10,000. President Harris, moreover, had the Board of Trustees pass a resolution that the names of founders and patrons be given in the Annual Catalogue forever.⁴⁶ Hence, the names of 28 founders and 179 patrons appear in the 1929 Catalogue, taking up about two and one-half pages space. A similar resolution made in the first half of this period by a larger institution than Bucknell might have caused before long much embarrassment.

How to commemorate the name and recognize large or small gifts has been and still is a problem for many college presidents. We have already seen that President Locke of Harvard first tackled this problem in 1773. At Harvard's Commencement of 1773, for the first time, all benefactions of the past year were mentioned and the principal benefactors were honored by laudatory orations. Very much similar is the English custom of an annual Commemoration Day when all donors are remembered. In a recent campaign for Western Reserve University the possibilities of family and individual memorials were presented in a booklet, which was given a most appealing title—"Names That

⁴⁶ Harris, John H., *Thirty years as President of Bucknell*, p. 70.

Live." The director of the campaign reports: "I do not represent a manufacturer of bronze tablets, but it would no doubt please that manufacturer to hear me say that you can well spend a considerable portion of campaign energy to the end that the walls of your institutions will be liberally decorated with bronze memorial plaques."⁴⁷

In his annual report for 1905 President Wilson announced that Princeton had added forty-seven preceptors to its teaching staff. Each preceptor met a small group of twelve students frequently for reports and conferences on their college studies, and suggested and discussed with them related reading. These preceptors were given the rank of Assistant Professor with salaries ranging from \$1,800 to \$2,000 a year. Through the stimulation of President Wilson the alumni paid the salaries of the preceptors from the interest of a fund raised for that purpose.

In his annual report for 1913 President Schurman of Cornell stated that since the alumni had very ably provided for the athletic interests of the college they could now turn their attention to its intellectual interests. He suggested that the alumni undertake the endowment of several professorships. He proposed that some of these professorships bear the name of the classes.

President Faunce of Brown University in his annual report for 1915 announced an alumnus memorial gift of \$10,000 to establish a lectureship. One or more lecturers were to be brought to Brown University yearly. No restriction was placed upon the gift indicating the number of lectures or subjects to be treated. This alumnus memorial gift was the first permanent endowment of public lectures Brown received in all its one hundred and fifty years of existence.

In 1921 President Parsons of Marietta made an urgent appeal to the alumni for a professorship of music. He stressed the need of enlarged work in English and Religious Education. He suggested the creation of a new department of Business Administration. He pointed out the necessity of lifting work in Physical Education to a much higher level. The small college everywhere was being harassed by countless needs.⁴⁸

For the endowment of the library—another need of the American college—the college president has also called frequently upon

⁴⁷ *Report of the Fifteenth Conference of the American Alumni Council*, pp. 165-66.

⁴⁸ *Bulletin*, February, 1921, pp. 18-19.

the alumni. Every new subject added to the curriculum rendered necessary additional books in the library. Presidents when seeking new professors discovered that they could make a stronger appeal to the best scholars of the country if they could assure them that the institution had received adequate provision for special purchases of books. The library, in fact, was the heart of the institution.

In his annual report for 1899 President Eliot announced that the Class of 1851 had transferred to Harvard its class fund amounting to \$507.80, stipulating that as soon as the fund by gift or interest had increased to \$1,000 its income should be devoted to the use of the library. President Eliot strongly recommended that other classes follow the precedent set by the class of 1851.

In several colleges, class funds were frequently devoted to the use of the library. In her annual report for 1908, President Thomas of Bryn Mawr stated that the Library had received generous class gifts in the past. The Class of 1893, for instance, gave the sum of \$515.83 for the purchase of books for the English department and the Class of 1902 gave \$500 to the Library as a general book fund.

In many colleges the funds available for the administration of the library did not keep pace with the library book funds. Several colleges reported year after year that a large part of the total deficit was due to the cost of running the library. When a sum of money was given to the library to purchase new books, the college had to bear the expense of cataloguing these books and placing them in proper order on the shelves. Class gifts for the general use of the library, therefore, were often emphasized by the college president.

The state universities frequently called upon their alumni to contribute book funds. President Wheeler of California in his biennial report for 1900 made a definite library fund appeal for \$500,000. The income of such a fund, he declared, would furnish the \$25,000 required yearly for the purchase of books. He maintained that a particular class or an individual alumnus could present the University with no finer gift than a library fund. Such a fund of \$1,000, he suggested, would yield an annual income of \$50, thus providing "each year in perpetuity" as many as 25 to 40 books. Each book, he urged, in its bookplate duly credited to the fund, would commemorate the name of the donor.

President Faunce of Brown in his annual report for 1912 announced the gift of the library of a distinguished alumnus. The library consisted of seven thousand volumes on engineering subjects collected over a period of forty years. The entire collection was carefully catalogued before its arrival. Through the personal influence of this distinguished engineer a number of scientific societies were induced "to send their periodicals to the library in perpetuity." Along with the library was also presented an endowment of \$5,000. The income of this was to make provision for additional periodicals, to pay the expense of binding and repairs, and to provide for keeping the library up-to-date along scientific lines. This was the first library presented to Brown accompanied by an endowment. President Faunce held it up before the alumni as an object lesson to future benefactors of the Library.

Toward the close of the period the growing needs of the state university library demanded more and more the financial support of the alumni. In the midst of more conspicuous needs the library was apt to receive scant attention or consideration from the state. In his annual report for 1922 President Thompson of Ohio State University, speaking of the library endowments already available, remarked:

It would be a matter of great satisfaction if generous people would increase these endowments and thus make a perpetual provision of considerable amount for the maintenance of the library. Endowments are permanent. They abide through the years. They enter into no competition with other funds. Supplementary endowments never interfere with existing foundations or endowments.

The increase of the general budget of an institution brings competition between departmental requests or between college requests or other forms of University service. In these competitive activities the more practical phases are apt to be favored, while the idealistic side of the University is apt to be neglected. Many people regard a library as a luxury. As a matter of fact, it is a vital necessity. Endowment funds, the interest of which could be perpetually used for the improvement of the Library, would constitute an element of security that never could be disturbed.

For the establishment of scholarships—another need of the American college—the college president also called frequently upon the alumni. In his annual report for 1907 President Eliot of Harvard announced the gift of four scholarships from an alumnus. These constituted new forms of scholarships. Two of

the scholarships had an income of \$200 each; the other two had an income of \$150 each. They were administered as loans, the payments to become due five years after graduation. President Eliot suggested the establishment of additional scholarships similarly administered.

In his annual report for the same year President Eliot also recommended the establishment of additional scholarships of the older type. He stated that \$6,000 was an adequate fund for such a scholarship—a fund that would function through the centuries. The following year he reported that the following Harvard Clubs had maintained scholars at the University during the past year: Buffalo, Chicago, Cleveland, New Jersey, Philadelphia, Rocky Mountain, St. Louis, Hawaii, Seattle, Nebraska, Lowell, San Francisco, and Minnesota.

In 1909 President Butler of Columbia suggested to the alumni of Barnard College the establishment of a residential scholarship in Brooks Hall. An alumni committee was organized in the winter of 1909–10 to raise a fund of \$10,000 for such a scholarship. To all the alumnae the soliciting committee sent letters and circulars stating that this was not to be a scholarship solely for the benefit of an individual, but also for the benefit of Barnard. It would constitute one of the highest honors in the bestowal of the institution.⁴⁹ A new note was beginning to creep into the granting of scholarships.

During the last decade college presidents have redoubled their efforts to secure additional scholarships. Some college presidents, however, have called to the attention of their alumni that scholarships, as they are at present provided for, are not unmixed blessings. As early as 1918 Chancellor Brown of New York University in his annual report pointed out:

Such endowments are particularly desirable when they provide for the full reimbursement of the university for its expenditure in educating its scholarship students. The education of a student ordinarily costs the college more than the student pays in tuition fees, not infrequently twice that amount. An endowment which should simply provide for the student free tuition, by covering the fees ordinarily charged by the college, would accordingly devolve those additional costs upon the institution. They must be met out of whatever funds may be drawn upon for such purposes.

The result is that the more such scholarships are provided, the greater is the drain upon the institution's current income. This situation is happily

⁴⁹ Barnard College, *Report and Register of the Associate Alumnae (1904–10)*, pp. 10–11.

met where the income of the special endowment is made available for the payment to the institution of the whole amount it has expended on the student's education, thus providing free tuition for the student without calling for a contributory gift from the teaching institution.

During the last quarter of a century college presidents have more and more stressed to the alumni the value of unrestricted gifts. President Eliot of Harvard in his annual report for 1906 emphasized the necessity for unrestricted gifts for higher institutions. He stated that college presidents must have "free money to devote to new objects and new methods of instruction not yet visible perhaps to any intending benefactors, though well known to the experts who are directing the operations of the University. They must keep the entire institution eminently serviceable to a rapidly changing society, provide for the future wants of the new generations, and preserve and promote every special trust confided to them by maintaining a progressive policy which keeps in view the interests of the University as a whole."

In the same report President Eliot stated that the problem of annual deficits was becoming a greater problem year by year. He contended that the using up of unrestricted funds bearing the name of a benefactor by changing annual deficits to these funds was highly objectionable. Such a practice would in time discourage the giving of such funds. To avoid deficits in the future, President Eliot declared, would demand, however, some curtailment of the college program if additional unrestricted funds were not secured. The number of professors in the institution would have to be reduced. Such a reduction, he reported, was already taking place. One professor recently had resigned and two professors had died. Their places were not filled. Turning to additional unrestricted funds as the only salvation President Eliot concluded: "The only way to increase the amount of such funds is to emphasize the urgent need of them, and then to treat them with such steady consideration that they will have either an assured permanence as funds or permanent visible representations, like named buildings, bookplates, and learned publications."

It was in this same report that President Eliot announced with a great deal of satisfaction that the conditions of the recent Twenty-fifth Anniversary gift of the Class of 1881 were the widest used by any class so far. A total of \$113,776.66 was pledged by

the Class. In the words of the Class Fund: "The use of the income of this fund is to be unrestricted; that is, the President and Fellows may use the income in any way in which they may see fit."

In his report for 1907 President Eliot announced that the Class of 1882 had followed the precedent of the preceding class. He reported a gift of \$100,000 from the Class of 1882, the income to be used at the discretion of the Corporation "for the general purposes of the College." The income, he stated, would for the time being be appropriated to College salaries.

In his next annual report, President Eliot announced again with much satisfaction that the Class of 1883 had during the year given the College a similar fund of \$100,000, the income of which was to be expended "for purposes of the College in the entire discretion of the Corporation." The fact that this class had succeeded in raising the fund during a year of business depression, President Eliot declared, was a sign that the practice of making such a gift to the University was going to be permanent—not temporary. He pointed out that the great success of graduates from the new Harvard Graduate Schools of Applied Science and Business Administration would year by year make easier the raising of such a fund.

President Lowell of Harvard in his annual report for 1918 stressed the great need of a fund, the income of which was not mortgaged to any particular department or purpose. Without such a fund, he maintained, the University could not undertake a new work of tremendous significance when the need or opportunity for such a new work arose. Without such a fund, he further declared, it was extremely difficult to secure the services of a brilliant man when such a man was available. The University in such a case first had to ask herself whether there was a vacancy in which this genius could be placed. An unrestricted fund would enable the University without any embarrassment to secure the services of great scholars when they could be had.

The situation of the college officials during this period, according to one critic, often approached "that of a man with an automobile whose engine constantly calls for repairs, but who is overwhelmed with Christmas presents of spare tires, wire wheels, speedometers, and fancy headlights. All these presents are delightful, but they do not help the car to climb hills!"⁵⁰ Re-

⁵⁰ *Independent*, CXVI (May 1, 1926), p. 509.

ports of numerous college presidents would bear out this critic in his observation.

Some college deficits were deficits in unrestricted income only. A college deficit did not necessarily mean that there was an excess of current expenditures over current income. The total income of a college might exceed the total expenditures for a particular year by a substantial amount and yet a deficit for the year might be announced. The deficit in such a case did not mean that the institution had too little money. It merely meant that the institution had too little leeway in the spending of it. As a result, one college president after the other began to urge upon the alumni various methods of giving that would increase the unrestricted funds of the institution.

The giving of money by will was one of these methods. In 1903 President Harris of Bucknell proposed to the Board of Trustees that plans be made for the securing of 200 acres of land, a library building, two residence buildings, and an endowment of \$1,000,000. The money, he suggested, should be secured in part from legacies.

During the following sixteen years President Harris encouraged the giving of money by will. In his addresses he recommended legacies. He suggested legacies in circular letters to the alumni. He brought up the matter of legacies in personal interviews with alumni of means. The result was that seventeen promised that they would remember the institution in their will. Two of these anticipated their will by direct gift. One of them donated to the college \$10,000; the other donated \$40,000. Another alumnus promised to bequeath half of his estate to the college. After his decease, the half was found to be about \$150,000. President Harris generally recommended to the prospective donor that money given by will be unrestricted in order that it might be added to the endowment of the college.⁵¹

In his annual report for 1906 President Eliot of Harvard called attention to the following clause in the will of an alumnus: "I give and bequeath to the President and Fellows of Harvard College the sum of one hundred thousand dollars, which I *now* wish may be applied in the establishment and maintenance in the Law School of the University of a professorship of General Jurisprudence for the especial cultivation and teaching of the distinctions

⁵¹ Harris, *op. cit.*, p. 65.

between the provinces of the written and unwritten law; but I do not intend to control the discretion of the donors in respect to the application of this fund." President Eliot stated that the donor, during his long career as a lawyer, evidently had observed time and time again the danger of perpetual prescription in wills. President Eliot heartily recommended the form of this will to other donors.

In 1913 the Secretary of Yale University reported that Yale had received seven new bequests during the past year while Harvard had received eleven. He stated that Harvard's endowment of \$25,000,000 in comparison with Yale's endowment of \$15,000,000 was mainly due to the greater number of bequests Harvard received. During the next decade and a half many college endowments were greatly increased by alumni bequests.

Another form of bequest meanwhile developed—bequest insurance. In his annual report for 1922 President Hibben of Princeton mentioned that the college insurance plan had originated with the Class of 1916. Each year life endowment policies were taken out by the entire graduating class or upon selected members. At the end of twenty or twenty-five years the policies would mature. These maturities plus the proceeds of insurance upon the lives of the deceased alumni would then be paid to the University. As a result, President Hibben stated, commencing in 1936 the University could expect additions to its endowment of \$75,000 per year. He suggested that some of the classes before 1916, if not all, undertake the development of a similar plan of contributing to the resources of the institution.

Bequest insurance soon spread to other institutions throughout the east. In 1925 Cavanagh of the Metropolitan Life Insurance Company reported at the convention of the National Association of Life Underwriters in Kansas City: "Four thousand members of twenty-two graduating classes will contribute eventually more than \$1,250,000 to ten schools through this endowment plan."⁵²

In 1928 Archie M. Palmer, Assistant Director of the Institute of International Education, made a careful study of bequest insurance. According to his study, several college presidents heartily endorsed the insurance plan. President Macmillan of Wells, for instance, felt that the students ". . . who take out these policies would thereby gain for themselves another bond of connection

⁵² *School and Society*, XXII, 1925, p. 676.

with their classmates, an additional interest in their college, and a share in the progressive development of higher education." President Cowling of Carleton gave his emphatic endorsement of the plan in these words: "With proper organization I do not believe it would be impossible in the next five years to persuade people to write \$3,000,000,000 of insurance for our colleges. That would solve our problem within twenty or twenty-five years." ⁵³

The great disadvantage of the bequest insurance plan is that the college cannot derive any immediate benefit therefrom. As the majority of college needs are immediate, this disadvantage is a serious one indeed. There are, however, several decided advantages to the plan. In the first place, many alumni will pay their relatively small annual premiums who either could not or would not pay a larger sum requested much less frequently. In the second place, such bequests are free from taxes, administration expenses, and the risks of litigation. In the third place, such bequests frequently appeal to alumni of substantial means, a fact which is due to certain circumstances, under which annual premiums can be deducted in making Federal Income Tax returns. Princeton is still the leader in this form of alumni giving.

The late organized alumni period, as we have seen, witnessed the origin of various forms of alumni giving. In the midst of manifold pressing needs the college president naturally turned first to the alumni. During this period many a college president must have been severely tempted at times to turn toward his board of trustees as President Stewardson of Hobart in his first annual report did turn in 1904 and protested: "The President of Hobart, permit me to remind you, undertook his present duties with the express stipulation that he was not to be the financial drummer for the College, but its educational leader."

College presidents, however, by the force of circumstances became both. In his next annual report President Stewardson confessed to his board of trustees that ". . . disagreeable as the job of money-raising actually is, the President clearly recognizes that it is for him a plain and imperative duty." He reported that in the discharge of this task of money-raising he had personally interviewed many prospective donors during the past year. To other prospective donors a circular disclosing the urgent

⁵³ *Report of the Fifteenth Conference of the American Alumni Council*, pp. 154-55.

needs of the institution had been sent. He also reported that he had appointed an alumni committee to aid him. As a result of all these efforts he announced that the sum of \$4,500 a year for the next five years had already been pledged. He declared that as soon as the remainder of his goal—\$1,500—had been pledged the institution could commence the new year “. . . with heavier pockets and lighter hearts.”

In his annual report for 1899 President Davis of Alfred University stated that during the past year he had spent 170 days or $5\frac{2}{3}$ months in soliciting money and students. During this time he had traveled 15,000 miles at a total expense of \$475.24. He had received cash contributions to Babcock Hall to the amount of \$624. Definite pledges for over \$300 still remained uncollected. He had secured \$50 in cash toward an endowment fund and \$2,000 was conditionally pledged. Everywhere he had made an appeal for the founding of \$1,000 scholarships. Three such scholarships had been promised. Within the year two wills had been made in favor of the University. One alumnus also had signified his intention of endowing a professorship. Such was the state of the college presidency even before the twentieth century had ushered in additional financial problems.

Occasionally the college president did not solicit the alumni to supply a particular need but requested the alumni to influence men of means who were not connected with the institution to supply the need. President Hyde of Bowdoin in his annual report for 1902 stated that a study of the list of the fifteen hundred alumni revealed that the great majority were either young men who had just commenced their life work or men of moderate salaries whose families were dependent upon their modest income. This large group of alumni, President Hyde suggested, could influence their relatives, clients, and associates to make a contribution to the institution. The remainder of the alumni, he urged, could establish scholarships, increase the available book funds, endow professorships, and make substantial contributions to the general fund of the college. The total college need, he announced, was \$500,000. As no appeal for the increase of endowment had been made since the appeals of 1846 and 1873, President Hyde contended that such an appeal—coming but once in a generation—might well challenge alumni and friends to make some serious sacrifice. It was not many years before the American college

could no more make this particular contention. More than one endowment appeal soon began to be crowded in a generation.

How the alumni of very modest income could aid an institution, President Judson of the University of Chicago illustrated by citing an actual occurrence in the career of an alumnus of Harvard Medical School. As a young doctor of but little means, this alumnus was instrumental in saving the life of a wealthy citizen of Boston. His grateful patient complained of the smallness of the young doctor's fee. He insisted that he would not permit the value of his life to be measured by a mere conventional fee. The outcome was that the wealthy patient contributed a very substantial sum of money to the medical school in which the young doctor had received his skill.⁵⁴

In his annual report for 1926 President Farrand of Cornell mentioned that a very thorough survey of the conditions in the various departments of the University had just been completed. This survey, he stated, had been made in order to furnish a scientific basis for an appeal for increased endowment. President Farrand hastened to assure the alumni, however, that they would not be the center of attack in this campaign. He gratefully acknowledged their past contributions to the Semi-Centennial Endowment Campaign and their present annual contributions to the Alumni Fund. Instead of requesting additional contributions from the alumni he urged that in this campaign they heartily coöperate with the University in soliciting funds from friends not connected with the institution. College presidents everywhere in soliciting funds were forced to widen their circle of appeal.

PARTICIPATION OF ALUMNI IN THE FORM OF CRITICISM AND ADVICE

During the late organized alumni period many college presidents invited and encouraged the alumni to study and criticize the educational policy of the college. More and more the college president urged upon every alumnus the feeling not only of financial responsibility for the college but also the feeling of educational responsibility. This encouragement of alumni by the college president to criticize his Alma Mater soon bore fruit. Criticisms, constructive and destructive, poured in. Alumni trustees made recommendations in their reports to alumni associations. In 1894 in his report an alumni trustee of Cornell, who as an under-

⁵⁴ *Report of the Second Conference of the Association of Alumni Secretaries*, pp. 46-47.

graduate had been instructed by President White in the rights and duties of alumni, suggested:

It is thought that some system of classroom inspection might be advantageously adopted at Cornell. The University is so large and the duties of the President are so onerous that he cannot be expected to personally visit recitation and lecture rooms and learn for himself how his assistants are doing their work. Committees of distinguished specialists, with appointment so far as possible from Cornell alumni, might at unexpected times examine every department with reference, to its personnel methods of instruction, textbooks, equipment, etc., and report the result of their observations to the President.

Competent professors who are faithfully doing their work would gladly welcome such visits, and it is believed by the adoption of some well considered system of inspection the efficiency of the teaching force would be greatly increased. The plan is not novel. It has been followed for years with excellent results at Harvard and elsewhere.⁵⁵

The colleges were beginning to be affected by good examples elsewhere. The alumni of Cornell later organized a Visiting Board. Other colleges followed with similar boards or committees. In 1903 President Faunce of Brown inaugurated Visiting Committees, one for each department. For these committees Visiting Day was later established. Each year invitations were sent by President Faunce to all members of the Visiting Committees to meet at the University on Washington's Birthday.

A full program was arranged for the day. In the morning the members of the committees visited classes, libraries, and laboratories. In the afternoon they gathered to hear short talks by President Faunce and one member of the faculty, after which each committee met with the head and other members of its department. The remainder of the afternoon was spent in frank discussion of the work and needs of the various departments. A detailed report of the findings of the committees and their suggestions was prepared for the President.

During the last few years some heads of departments introduced for their particular department the custom of supplying each member of the visiting committee with a mimeographed report of the work of the past year. These reports dealt with the personnel and the instructional problems of the department. Often they went into detail, stating the activities of the professors and instructors in their spare time and describing the various changes in the staff and in the courses. These reports also care-

⁵⁵ *Proceedings of the Associate Alumni of Cornell University together with the Report of Charles Francis, Alumni Trustee*, pp. 41-42.

fully outlined equipment needs and other needs of the department.⁵⁶

According to the annual report of President Faunce for 1928 Brown at that time had twenty-four Visiting Committees. These committees cover the following departments of the University: Art, Biblical Literature and History, Biology, Botany, Chemistry, Economics, Education, Engineering, English, Geology, Germanic Languages and Literatures, Greek and Latin Classics, History, John Carter Brown Library, John Hay Library, Mathematics, Music, Philosophy, Physical Training and Athletics, Physics, Romance Languages and Literatures, Social and Political Science, Student Counsel, and University Extension. These twenty-four committees have a total membership of 272. The committees range from six members to twenty-five members.

Concerning the origin and value of the Visiting Committees President Faunce in a letter to the writer on January 23, 1929 stated:

The plan was originated by myself, as I saw that many of our professors were consulting business and professional men in this community and I desired to make such consultation regular, publicly recognized, and more distinctly effective.

Out of these Visiting Committees has come far greater coöperation with the plans and purposes of the University, considerable financial support, and the gift of some buildings. The Committees, however, embrace not only men in Providence but men in various other cities between Providence on the one hand and Chicago and Washington, D. C., on the other. One member of the Committee in Biology presented to us our Biological Laboratory. Another member of the Committee in Chemistry gave to us our Chemical Laboratory.

The alumni and friends of the University throughout the country have thus been made aware by personal visitation of our laboratories, libraries, classrooms, and administrative offices, where their strength and weakness lie, and where gifts of counsel, money or actual service are most needed.

A similar system of alumni visitation with a few noteworthy variations, however, is in operation at Lafayette College. Prior to the inauguration of President Lewis in 1927 Lafayette had the Alumni Visiting Committee system. During the past two years, however, President Lewis has greatly increased the efficiency of the system. Concerning the present status of the system President Lewis in a letter to the writer stated:

I reorganized the Alumni Visiting Committee system. Formerly they had spent but one day at the college, had made no reports, and had no Council to head up to.

⁵⁶ *Report of the Fifteenth Conference of the American Alumni Council*, p. 35.

The alumni visitors now spend three days instead of one day at the institution. Concerning the operation of the present system President Lewis further wrote:

These committees meet first together in general session where they are addressed by the President of the College and the Dean, and matters of general interest concerning college policy are laid before them. The committee then separate and meet with the department heads to study the curriculum, departmental needs, and to advise as to what the business and professional world should expect from the graduates who major in a particular department.

Each committee also meets with the senior students in the department, getting their point of view on the content and conduct of the department and advising them as to further work. After this each committee makes up a careful report of its findings.

This is submitted to the Alumni Council, which is a group of six men chosen from the Visiting Committees. This Council digests the report and advises the President of the College as to the possible disposition of certain recommendations. Some are routed through the President to the Board of Trustees and others to various standing committees of the Faculty. During the few years that this system has been in operation at Lafayette a number of the recommendations have been adopted and have proven of great value to the college.

Five weeks after the visit of the Alumni Committees in 1928 President Lewis forwarded to each member of the various committees the following letter:

Enough time has now elapsed since the visit of the Alumni Committees to the campus so that we may begin to evaluate that enterprise. Instead of fading out in the general background of college affairs, the work of the Committees is increasingly evident. There is hardly a day when in my office some department head does not refer to this or that point made by a Committee. I constantly refer to these reports when studying matters of organization and curriculum.

Now as to the special use being made of the Committee Reports; at the direction of the Alumni Council some are being considered by the President, others by the Curriculum Committee, Alumni Loyalty Committee, and other Committees. Some of the recommendations of certain visiting committees will be presented to the Board of Trustees at the January meeting.

Although, as I said when the Committees were here, it is obvious that all of the Committee recommendations cannot be adopted, it is clear that a goodly number of them will be productive of action. Probably by Alumni Day next June there will be several specific results which may be pointed to as complete. But in addition to this — the effect which the visit of the Committees has had upon the faculty and senior students is inestimable.

I was recently invited by the Associated Alumni Clubs of Cornell to speak at their Annual meeting in Washington. My speech consisted of a résumé of the work of the Lafayette Committees and much interest was manifested in the projects you have launched. Thus you can see that your fine enterprise

is attracting attention beyond the confines of the college and is recognized as a progressive and valuable thing.

The valuable aid that alumni are in a position to render to a college is further suggested by the annual report for 1921 of Acting President Lewis of Massachusetts Agricultural College. On the occasion of the semi-centennial celebration the alumni submitted comprehensive reports on the following vital questions: the administrative policy and relations of the College; the question of student life and government; the question of the course of study. For several months these three alumni committees had been engaged in studying the various issues involved in these vital problems. After the semi-centennial celebration the committee continued its study on the course of study. Further inquiries were made among alumni and others who were in a position to make important contributions to the study.

Throughout this period the best type of college administration was anxious to know what the best alumni sentiment was and sought to profit by, if at all possible, alumni criticisms and suggestions. In his annual report for 1901 President Hadley of Yale frankly confessed: "The giving of money year after year, even though the sums be small, carries with it the right to examine into the affairs of the University, stimulates the increased interest and loyalty which go with such right, and in short makes the whole body of Yale graduates a powerful working organization."

President Faunce of Brown in his annual report for 1914 heartily welcomed frank correspondence from the alumni. "The most interesting correspondence," he insisted, "consists of letters from distant alumni, filled with inquiries, bristling with suggestions, asking for explanations, sending names of persons and movements with which the University should be in touch. A letter containing a new idea is far more valuable than a letter inclosing a check. No letters are more welcome than those asking why Brown University does certain things or why it declines to do them. Out of frank correspondence comes sympathetic coöperation. We view, not with apprehension but with warm appreciation, the growing efficiency of our alumni organization."

In his annual report for 1915 President Schurman of Cornell stated that he had requested the visiting alumni to communicate to him any suggestions for improving the work of instruction that occurred to them during their visitation. He reported that he

had received "one very instructive letter" which he had distributed to the entire staff of the institution. It was by such immediate recognition and consideration of alumni criticisms and suggestions that many a college president received the greatest support and confidence of his alumni.

President Hyde of Bowdoin in his annual report for 1899 brought up the matter of alumni dissatisfaction with the new college seal which had been adopted by the official boards at the last Commencement. He maintained that this was "a matter in which the wishes of the alumni are entitled to the greatest weight." He stated that he had requested the alumni secretary to ascertain whether the greatest weight of alumni opinion was in favor of the old seal or in favor of the new. He trusted that the college boards would yield to the official preference of the alumni, whatever that preference might turn out to be.

In 1919 President Hadley of Yale wrote to the Chairman of the Alumni Committee on Educational Policy requesting that the Committee submit a list giving the names of men qualified, in its judgment, to hold the position of Provost. Although the committee questioned the propriety of submitting such a list, it suggested to the President for the position of Provost a few names without comment.⁵⁷

The following letter, calling forth many responses, was sent by Provost Smith in 1912 to the Alumni of the University of Pennsylvania:

I have been asking myself how the University of Pennsylvania could best serve the various business, educational, and manufacturing interests of the State? How can we help all sections of the State? What problems do you have which perhaps could be solved by coöperation on the part of the University?

From its infancy, the University has made it a point to serve the people of the Commonwealth, and it is to-day, more than ever, the desire of the Trustees and those in administrative positions to place the University next door to you and your neighbor, and to render such service as is within its power. We are not looking for remuneration; we are looking for opportunity to help you, because our ideal of highest usefulness is in service to the State and to its individual citizens. If you have no problems, maybe some of your acquaintances have, and if you believe that the University can assist in their solution, let me know, so that we can make use of our facilities and get into sympathetic coöperation.⁵⁸

⁵⁷ *Annual Report of the President, 1918-19*, p. 81.

⁵⁸ *Alumni Register*, XVI, 1914, pp. 240-41.

The college president frequently called upon the alumni for advice concerning contemplated programs of expansion and financial campaigns. In 1920 President Macmillan of Wells College addressed an open letter to the alumni requesting their advice concerning the contemplated erection of another college or unit in the near vicinity. He stated that probably one out of two that knocked at the doors of the colleges for women every year was turned away because there was no adequate provision for larger numbers.

President Macmillan proposed that the second college or unit should provide for 200 students. The present college, meanwhile, should be restricted to a similar number of students. The two institutions would be united under one control, having common entrance requirements and common examinations.

In his annual report for 1921 President Macmillan announced that the responses to his alumni letter had been very encouraging. Practically no adverse criticism had been encountered. Both the Alumnae Council and the Board of Trustees had endorsed the plan. He recommended that the second college unit constitute a complete whole, with its own classrooms, chapel, gymnasium, and athletic fields.

In his report for 1923 President Macmillan maintained that a second college unit would enable Wells to do a double amount of work at a cost less than double the present cost. The faculty would also be considerably strengthened thereby and the friendly rivalry of the two college units would enable Wells not only to do more work but also to do better work.

In his report for 1925 he further stated: "The only thing in the nature of objection that has come to my ears is the suggestion of some of our alumnae that it would be better for us to round out and complete our present unit before proceeding with the second. With the feeling prompting this I am in hearty agreement." Throughout the entire program President Macmillan kept in close touch with alumnae sentiment and constantly requested alumnae criticism and advice.

In 1925 President Angell of Yale called together a representative group of the alumni to advise him whether it would be proper to make a general appeal for endowment to take care of Yale's urgent needs. To these alumni he proposed three questions: first, whether it was wise to attempt a financial campaign; second,

if so, whether this was the proper time; and third, if such a campaign were undertaken, whether it would injure the operation of the Alumni Fund. The alumni were practically unanimous in endorsing the initiation of a financial campaign as soon as possible. The goal later was set at \$20,000,000.

This decision of the alumni greatly relieved President Angell. He later stated the following urgent necessity, as he saw it, for immediate action:

I personally believe that the present time offers us a remarkable opportunity to establish Yale in a sound financial position. The American people have never before shown so wide and farsighted an interest in higher education. . . .

Hundreds of millions of dollars have gone into higher education in this period. So generously have our people given to these institutions that the last half of the nineteenth century and the first half of the twentieth century may well come to be characterized in history as the great period of university endowment in the United States. The conditions resemble those of the fifteenth and sixteenth centuries. Both on the continent and in England there have been periods of great interest in the universities during which they flourished and grew in power, followed by periods of almost total apathy. If we neglect our present opportunity, we may later suffer from a similar shift of public interest to other social enterprises, to the grave disadvantage of Yale.⁵⁹

A few college presidents during this period invited the alumni to make a survey of the college. In 1925 President Sills of Bowdoin appointed a committee from the alumni to study and report on the needs of the College for the next ten years. Similar committees had been previously appointed by President Sills from the Faculty and from the students.

The general tone of the final alumni report can be judged from the following excerpts:

We think that sound scholarship should be part of the endowment of our faculty. But unless they add to scholarship gaiety, a zest for living and a present interest in all the concerns of the human race, they should not be teaching, and they can never effectively teach young men. We cordially agree with the undergraduate view that too few men derive anything at all from college courses and we believe that the College cannot spend too much time and energy in an endeavor to remedy this vital educational defect. We believe that the College can improve in three definite particulars: first, by greater insistence upon teachers who add to knowledge fearless thinking and the eager awareness of what is going on about them; second, by closer contacts between these men and the students; and thirdly, what is perhaps most difficult of all, a more careful choice of the undergraduate body. . . .

We believe that the emphasis of the College should not be upon buildings

⁵⁹ *An Open Letter to Otto T. Bannard*, '76, pp. 10-12.

or equipment or material devices but upon learning and upon teachers. We think that the money of the College should go above all else to more and better teachers and more books. In our opinion, the besetting sin of American education has been to run to grandiosity and to seek tangible evidences of efficiency in million-dollar buildings. The need of education in this country is to produce sounder thinking, better living people—people happier in the highest Aristotelian sense. Shakespeare, Dante, and a number of other creditable representatives of the human race were produced before steam heating, open plumbing, or electric lights.⁶⁰

The soundness of this alumni report is to be commended. One exception might be pointed out. Million-dollar college buildings are more and more becoming a necessity and not a luxury. Shakespeare and Dante, if here to-day, probably would enjoy steam heating, open plumbing, or electric lights and be none the worse as a result of such enjoyment. With the scathing denunciation of the all too common practice of placing buildings above teachers, however, one can readily agree.

President Wilkins of Oberlin in 1928 introduced a new method of enlisting the services of the alumni. In his first annual report in 1928 he stated that one of his major tasks for the year had been the devising of the new salary plan which went into effect on September 1, 1928. The total salary increase involved in the new plan amounted to \$100,825 per annum, an average of about \$500 per staff member. In the majority of cases the new plan provided for a definitely prescribed salary increase. To the President, however, was consigned the tremendous responsibility of deciding which third of the group of forty-three persons then getting the maximum professorial salary of \$4,500 should be raised to \$5,000, which third to \$5,500, and which third to \$6,000.

Thereupon President Wilkins undertook an objective study of the faculty. In his study he considered teaching ability, administrative work, productivity, and general helpfulness. On these four points he collected evidence from many sources. With respect to teaching ability President Wilkins secured the major part of his evidence through carefully prepared questionnaires submitted to graduates of the last five years. Their coöperation in his study he requested in the following letter which he sent January 12, 1928:

May I ask your help in a study which I am making of the teaching ability of the members of the Oberlin Faculty?

⁶⁰ *Bulletin*, 1926, No. 168, pp. 10, 18.

I am enclosing herewith a number of blank forms, and should be very grateful indeed if you would fill out one of these forms:

- (1) For each of those members of the department in which you remember taking two or more courses;
- (2) For each other member of the Faculty whom you remember as an exceptionally good teacher;
- (3) For each other member of the Faculty whom you remember as an exceptionally poor teacher.

There will probably be some cases in which you will not feel able to give a fair rating in some respect or respects; in such case please leave the line or lines in question blank.

If you wish to add informal comment on the back of the blank, it will be welcome. If you are or have been engaged in graduate or professional study, I should particularly like to know which men did most to fit you for that study; and if you engaged in business, I should particularly like to know which men did most to fit you for that work.

All information sent in answer to this inquiry will be regarded as confidential and will be used with discretion.

Your signature will be used only for the purpose of ascertaining and registering the fact of your kindness in replying to this inquiry, and will then be detached and destroyed.

Additional blanks will be sent on request.

Your coöperation will help me greatly in a study which I believe to be of much importance for the welfare of Oberlin.

The following blank for the rating of teachers President Wilkins requested the alumni to fill out:

Name of Instructor

Please indicate by crosses whether this teacher is in your opinion below the average of the *Oberlin Faculty*, or on a par with the average, or above the average, in each of the following respects:

1. Breadth and richness of his courses in respect to content.
2. Organization of his courses (efficiency in the planning and in the general conduct of his courses).
3. Clearness in explanation and in illustration.
4. Getting the student's point of view.
5. Skill in eliciting and directing discussion.
6. Care in assignment of papers or other collateral work, and adequacy of consideration of the same.
7. Accessibility for consultation.
8. Interest in students as individuals.
9. Stimulating the student to his highest level of achievement.
10. General influence on student morale.

The name of the particular instructor who was being rated was filled in by the alumnus himself. Three columns were furnished

to the right in order that the alumnus could readily indicate by crosses in the proper columns his opinion of a particular instructor.

Concerning the function and validity of these filled-out alumni blanks President Wilkins in a letter to the writer stated:

About fifty per cent of the graduates to whom I sent blanks replied, sending in to me in all about four thousand blanks. The replies showed that the blanks were filled out with remarkable care and discrimination. For instance, less than five per cent of the blanks which we received had all ten checks in a single column. That the evidence supplied by these blanks is valid (provided a sufficient number of blanks is received for the teacher in question) I have no doubt whatsoever.

The sending of such blanks should not, in my opinion, be a regular or frequent procedure; but it may be very helpful under special circumstances, as in the case of a new presidency or of a general raising of a salary scale.

During this period several college presidents requested the alumni to state the worth and defects of the college education they had received. Frequently the college president called upon the alumni for educational and vocational advice. In May, 1893, President Andrews of Brown University sent the following circular to all alumni who were members of the medical profession:

There are always in the University a goodly number of men who intend, on graduation, to enter the Medical School, and for these a definite line of collegiate work should be arranged. It is thought that, while following such a "Medical Preparatory Course," the student could lay the foundation for a medical education which would enable him to pursue with far more understanding the work of the Medical School, and would make it possible for him to anticipate certain examinations, thus leaving more time for higher branches.

In the proper establishment and development of such a preparatory course the University asks the advice and assistance of a recognized body of her Alumni.

In his annual report for 1907 President Thwing of Western Reserve said that during the past year he had asked all graduates from the two undergraduate colleges, since the year 1891, to state the greatest worth and greatest defects of the college training they had received.

President Thwing received more than one hundred replies. Most of the benefits of the college training received were expressed in very general terms. The defects, however, were stated rather specifically. A few alumni contended that the lack of social training was one defect. Some declared that certain instructors had failed to offer them what they ought to have received. The one

defect that was spoken of most frequently was the lack of close relationship between teachers and students. One graduate, herself a teacher, maintained: "It has seemed to me that there has been need of an adviser who will more intimately direct the girls in general, and particularly guide them in the choice of studies pursued." This need, under different phrases, was pointed out time and time again.

In his annual report for 1912 President Welch of Ohio Wesleyan stated that during the past year he had sent a letter to the recent graduates who had entered the ministry. Of each alumnus he requested information concerning the influences of the college which were favorable or unfavorable, in their judgment, to the choice of their vocation. He also requested each alumnus to criticize and evaluate the preparation he had received in college for his vocation. A similar request President Welch made of the alumni engaged in public school work. He received many suggestions as to what should be done for the better training of teachers.

How the alumni can assist in this matter of testing the work of the college was recently illustrated at Oberlin. In 1925, during the administration of President King, the entire annual meeting of the alumni was given over to the consideration of the subject: "How may the College test its product?" A special committee was appointed to collect the opinions, ideas, and suggestions of the alumni regarding college affairs. The following questionnaire was forwarded by the committee to the living graduates of all departments from 1899 to 1923 inclusive:

1. What has been your principal occupation since you left college?
2. Is your occupation the one you planned for yourself when you were in college?
3. Did your college course give definite preparation for your occupation?
Did you expect it to?
4. Would you advise a college course as preparation for this occupation to-day?
5. Have you any suggestions as to desirable changes in the curriculum under which you studied?
6. What further formal education did you take?
7. Specify college or campus activities.
 - (a) That were unduly emphasized in your student career.
 - (b) That suffered because of under emphasis.
8. Did you develop through college life any attitude or views of life and society which you had later to alter? State these if you are willing and show to what influence they were due.

9. Why did you, or are going to, send your children to Oberlin?
10. Why did you not, or are not going to, send your children to Oberlin?
11. If not to Oberlin, to what college have you sent, or do you intend to send your children? Why?
12. Have you any suggestions as to how Oberlin could be made a better and more effective educational institution?
13. List organizations of which you have been a member at any time since 1914.
 - (a) Professional, trade, business
 - (b) Civic
 - (c) Educational
 - (d) Religious (including church)
 - (e) Charitable, social service
 - (f) Fine arts
 - (g) Fraternal
 - (h) Social
 - (i) Political
 - (j) Other(Put a check in front of those which you have listed in which you were an officer or a committee member.)
14. Did you vote at last local primary election? Last local election? Last presidential election? If not, why not?
15. List magazines and periodicals you regularly read (professional, religious, fiction, etc.).

Out of the total of 4,400 there were 1,480 questionnaires returned. A large number of the alumni stressed the need of a more adequate method of aiding the undergraduate in orienting himself in the college environment and in selecting his courses with reference to his interests and later life work. The following alumni response was typical:

No member of the faculty ever spoke to me of why I elected the courses I did, of what use different courses could be (i.e. what they led to in after life); none ever advised me as to college or campus activities, or discussed with me my own inclinations or abilities. It is the business of the college to give its students definite direction in these larger matters, to connect itself closely with the world of which it is a part.

Many alumni made the charge that Oberlin does not fit its graduates to earn a living. Whereas 491 alumni expected to send their children to Oberlin, 469 were either not going to send them or were uncertain. The latter group of alumni intended to send their children instead to a college that would fit them, as they said, for the practical work of life. Some alumni, for the same reason, planned to send their daughters to Oberlin but not their sons.

The introduction of several new courses was suggested by a large number of alumni. Courses in business administration and the art of home-making were frequently recommended. Training for teaching in religious education was urged.

"These suggestions," rightly judged the alumni committee, "raise two very serious questions. The first is as to whether a large number of the alumni did not come to college with expectations that the College would do for them what it is not equipped and does not aim to do; the second as to whether the College is not in a fair way to lose a considerable part of its natural clientele by failing to meet the demand for vocation and pre-vocational courses."

Many alumni also criticized the method of teaching employed. Expressions such as the following were used: "Courses are too theoretical; make them more interesting by bringing them into closer contact with present-day practices"; "Idealism should not becloud the practical applications of ideals"; "Courses are theoretical and remote from life."

The introduction of the method of field work and case work was frequently urged. The consideration of current happenings in various fields was recommended. Addresses by prominent men and women in various lines of work were suggested.

The alumni committee ended its study with two main impressions: first, the difficulties of the college in testing its product; and second, the complexities of college administration.⁶¹

During the first two decades of this period the strenuous competition between colleges for students that we witnessed in the preceding decade continued. College presidents called upon their alumni for larger classes of students. In his annual report for 1893 President Carter of Williams stated: "It would be well for us, if our classes could enter at least one hundred strong. That would give us an opportunity to reduce the numbers judiciously, and the loss always occurring for various reasons would still leave a body large enough to stimulate mutual loyalty. Our alumni might easily contribute to secure classes of this size."

President Eliot of Harvard in his annual report for 1907 called attention to the fact that a recent questionnaire study suggested that in securing students for the University alumni were far more effective than circulars and advertisements. The following ques-

⁶¹ *Alumni Magazine*, XXIII (October, 1926), pp. 5, 7-10.

tion was asked of 360 persons attending the Summer School in Arts and Sciences in 1907—How did you first hear of the Harvard Summer School? About 67 per cent answered that they had heard about it from an alumnus or friend of the University. Only 15 per cent had heard about it through a circular or advertisement. Harvard undertook the study at this time, according to President Eliot, because of the keen competition of summer schools that had lately been established elsewhere. In 1902 Maryland, Missouri, and Texas had furnished Harvard Summer School 84 students; in 1907 these same states furnished but 14 students. From the study President Eliot concluded: "It is obvious that the good-will and active advocacy of its graduates and students are the best sources of any university's prosperity as regards both pecuniary resources and number of students."

In his next annual report President Eliot called upon the alumni to seek the causes of the recent decline in the number of applicants for admission to Harvard College. He also suggested that the alumni propose remedies for the situation. The departments of Harvard were increasing; the student body, instead of declining, had to increase also.

In one college after the other alumni were urgently requested by the college president to aid in securing additional students. In 1908 President Reed of Dickinson urged: "Our appeal is that each alumnus try, this year, to send to the office of the President, the name and address of at least one prospective student."⁶² In the midst of other appeals of college presidents of this time this particular appeal frequently appears.

The great influx of students after the World War made unnecessary for many colleges this appeal. The problem of this great influx was partially solved in many colleges by more careful selective processes, in the administration of which some colleges employed the aid of the alumni.

One of the most outstanding methods of selection of students is the method practiced by Dartmouth. In 1921 President Hopkins suggested the formulation of definite principles as a basis for accepting a limited number of candidates for admission. The committee acting on President Hopkins' suggestion worked out the following selective method which was first put into operation in the fall of 1922.⁶³ The elements determining selection are:

⁶² *Bulletin, III* (November, 1908), pp. 1-2.

⁶³ *The Selective Process for Admission, 1927-28*, pp. 2-4, 6.

1. Exceptional Scholarship, which shall be considered indicative of proved intellectual capacity, and which when accompanied by endorsement of character shall be held a sufficient basis for selection.
2. High Scholarship, which shall be considered *prima facie* evidence in favor of selection.
3. Character, as shown by the personal ratings by school officers and others acquainted with the applicant, and Promise, as indicated by the blanks filed by the applicant.
4. Distribution according to the Occupations of Parents.
5. Geographical Distribution.
6. Priority of Application among candidates of like attainments.

The success of Dartmouth's selective method depends in large degree upon the coöperation of the alumni. The following personal ratings blank must be filled out confidentially by an alumnus before an applicant is considered for admission:

Name of Alumnus.

Mr. has applied for admission to Dartmouth College. We are very desirous of having confidential answers to the following questions, whether or not you wish to recommend the applicant for admission to Dartmouth College. In answering the questions will you kindly take as your standard the young men throughout the country who are preparing for college.

Instructions for making this report: Indicate your answers to each question by placing a check on the line where you think it ought to be. For example, if in question 1 you think the applicant is between Distinctly Above Average and Distinctly Below Average in intellectual curiosity, so indicate your opinion by the position of the check mark.

1. To what degree does he possess intellectual curiosity?	Exceptional	Distinctly above average	Distinctly below average	Decidedly deficient
2. What impression does his personality make on you?	Extremely appealing	Pleasing	Somewhat displeasing	Repellent
3. What is his capacity for grasping ideas?	Exceptional	Somewhat superior	Mediocre	Inferior
4. To what extent has he been conscientious in the performance of his school tasks?	Supremely	Generally diligent and faithful	Frequently negligent	Much inclined to indolence and delay
5. How ambitious is he to improve his opportunities?	Seizes every opportunity	Shows developing ambition	Is usually lackadaisical	Shows no ambition
6. To what extent is his character to be relied on?	As completely trustworthy	As of superior dependability	As questionable at times	

Not only must this Personal Ratings Blank be filled out confidentially for each applicant by an alumnus but the following Alumni Council Rating Blank must also be filled out by a local committee of alumni:

Composite rating made by—

Name.....	Class.....	Of the..... applicants
Name.....	Class.....	rated by Committee, this
Name.....	Class.....	applicant is ranked.....
		on the list.....

IMPRESSIONS AFTER PERSONAL CONFERENCE WITH APPLICANT

1. If he has already demonstrated any ambition, how has this been indicated?
2. How successful *scholastically* do you prophesy he will be in college?
 - a—highest
 - b—high
 - c—average
 - d—poor
3. Is he mentally quick, average, or slow?
4. Is he pronounced, average, or lacking in aggressiveness? Does he appear to have initiative or lack it?
5. Describe his personality.
6. How many books has he read during the past twelve months, exclusive of his school work?
(The applicant has already indicated the type of reading he prefers.)
7. What interests you most in this applicant?
8. Is your general impression of this applicant's promise of all-round development in college very favorable, favorable, or unfavorable?
9. If your impression is unfavorable, please give outstanding reason. This page is for such extended comment as the interviewer may desire to make about the candidate. (Information concerning his background and home life will be helpful.)

In 1927 there were 1,440 such application blanks submitted to the members of the Dartmouth Alumni Council. Of these 72 were finally unaccounted for, 199 were returned without any information, and 164 reported that the applicant had made a change in his original plans. Full reports were received in 1,005 cases. Of these reports 426 were judged by the local alumni committees as "Very Favorable," 491 as "Favorable," and 88 as "Unfavorable."

The Alumni Committee for New York City and its suburbs probably has the most difficult task. The committee has yearly several hundred applicants to interview in a city that lacks the neighborhood atmosphere found in a small town or village. Three

councilors living in the city supervise the entire work of interviewing carried on by twenty-five committees of three men each.

What is the result of all this alumni coöperation? Robert C. Strong, Executive Secretary to the President, reports: "Fewer men are entering the college unfitted to carry on the work, the percentage of failures has been reduced almost seventy-five per cent, and there is no question but what the classes entering at the present time are better rounded, more representative in respect to background and to geographical distribution, and better able to accept and apply the benefits which the college has to offer."⁶⁴

The last decade and a half has witnessed in the colleges an increased interest in the individual student. The amazing progress of psychological experimentation has been responsible for much of this increased interest. In the furthering of this interest the alumni have materially aided. In his annual report for 1926 President Faunce of Brown University stated that the Alumni Association in Providence during the past year had challenged eighty-six local alumni to serve as advisers to Freshmen. All but one immediately accepted the challenge. Two hundred and fifty members of the Freshman class were then divided among these eighty-five local alumni. Each alumnus held frequent conferences with the two or three Freshmen entrusted to him.

A few research studies having to do with the individual student were made possible through gifts of alumni. Such was the case, for instance, at Purdue during the present administration of President Elliott. Reports of progress of two different Purdue studies were made in 1927. One of these studies dealt with the problem of ascertaining and developing the potential fitness of the apparently unfit freshman. The case method was employed. Advice on mental and physical hygiene was given. Educational and vocational suggestions were made. The student was counseled to budget very carefully his time and money. Bad reading habits were pointed out. Any factor that might be responsible for a maladjustment was examined at great length.

The other study at Purdue dealt with the problem of sophomores on probation for scholastic failure. The object of the study was to discover what effect personal interest and a definite program of advisory service would have upon such delinquent stu-

⁶⁴ *Report of the Fifteenth Conference of the American Alumni Council*, pp. 33-34, 177.

dents. As in the former study, a preliminary interview was held with each student. Questions were asked concerning living conditions, life habits, study habits, financial status, ambitions, and general health. The room of each student was later visited to gain additional information at first-hand concerning the habits and living conditions of the student. Interviews were held in order to teach the student how to study and also to suggest better methods of reviewing for examinations. Actual tutoring was but seldom done.⁶⁵ These two studies carried on at Purdue illustrate the great value of alumni gifts devoted to research.

Along with this trend of interest in the individual student went the employment of the alumni by the college president for vocational advice. Miami as early as 1913, during the administration of President Hughes, devised a program of conferences on the general theme "Business as a Profession." Inside of two weeks more than twenty prominent alumni promised to return to Miami at their own expense sometime within the next five years to address the students on their particular line of business.⁶⁶

During 1915 five alumni returned to Miami and addressed the entire student body. Afterwards they met the students who were especially interested in their particular occupation. During 1916 only two alumni returned. Dr. A. H. Upham, Professor of English, now President of Miami, who was in charge of these conferences, reported for this year: "These conferences are increasingly more difficult to maintain, now that we have made use of the men who would come to us most readily."⁶⁷ It would appear that a larger alumni body than Miami had at this time is a requisite for such conferences. The plan, also confessed Dr. Upham, "has its difficulties, between the really big man who is modest of his wares, and the smaller man who isn't."⁶⁸

Several colleges at this time became aware of the fact that most undergraduates knew very little about the wide range of trades and professions. They also introduced vocational programs. In 1924 President Stratton of Massachusetts Institute of Technology secured a fund to provide for the return of prominent alumni to speak to the members of the senior class. His object was to insure that the graduating class would hear intimate talks from

⁶⁵ *School and Society*, XXV, 1927, pp. 725-26.

⁶⁶ *Handbook of Alumni Work*, p. 91.

⁶⁷ *Annual Report of the President, 1915-16*, p. 131.

⁶⁸ *Handbook of Alumni Work*, p. 91.

alumni as to their profession and cause for success in it.⁶⁹ A few colleges went even further and set up vocational information courses.

Bowdoin College inaugurated an annual Vocational Day in order to instruct its students along vocational lines. In response to a request to President Sills for information, the writer secured the following list of recent Vocational Day subjects. Twelve subjects were discussed by various speakers, mostly alumni, in 1926: secondary school teaching, the paper industry, advertising, telephone companies, law, the shoe industry, public utilities, newspapers and publishing, graduate work in business, medicine, industrial chemistry, and the textile industry. Eleven subjects were discussed in 1927: graduate work in business, medicine, insurance, secondary school teaching, the retail trade, journalism, law, banking and investments, religious and social work, manufacturing, and advertising. The following subjects were scheduled for 1928: public life, advertising, medicine, teaching, public utilities, law, chemical industries, banking, and newspaper work. No longer, in some colleges at least, could it be said that undergraduates knew nothing about the wide range of professions beyond the two or three conventional professions that graduates of the past had generally entered.

VOCATIONAL AND EDUCATIONAL STIMULATION OF ALUMNI

We have already seen that when the American college president called upon the alumni for increased financial aid it was not long before the president awakened to the fact that the alumni had a reciprocal right to secure increased vocational aid. Alumni placement service was the first organized effort on the part of the American college to be of practical service to the alumni as a whole.

The second recorded bureau for securing appointments and promotions for alumni was inaugurated at Harvard in 1897. President Eliot continually called upon the alumni to cooperate with the Appointment Committee. In his annual report for 1901 he stated: "The Committee should be able to further the wishes of young graduates who desire to enter business houses. In this work the Committee can be greatly aided by graduates of the University already well established in business."

⁶⁹ *Report of the Eleventh Conference of the Association of Alumni Secretaries*, p. 79.

Again in his report for 1903 President Eliot urged: "In order to make the efforts of the Committee more useful the active coöperation of the graduates of the University, and particularly of graduates who hold positions which carry powers of appointment to places suitable for young graduates, is much to be desired." He stated that the Committee during the past year had received 512 requests for teachers. The demand for men technically trained had exceeded the supply. Requests had poured in from important corporations which employed thousands of men, from wholesale business houses, and from brokers, insurance companies, and publishing houses. Several of these requests, President Eliot reported, were "virtually standing orders."

An efficient appointment bureau was a valuable asset to a college during this period. Graduates with the help of influential alumni frequently secured through such bureaus desirable positions. The fact that a good position awaited the student who graduated from a certain institution was a powerful inducement in attracting students. An alumnus, moreover, who secured an excellent position through the efforts of the college bureau would naturally feel more obligated and also would be in a better position to render financial aid to his Alma Mater. College appointment bureaus multiplied rapidly.

During the last decade a few colleges have inaugurated a much broader program of alumni appointment service. In his annual report for 1922 President Neilson of Smith announced that the Alumnae Association and the College were coöperating in an extension of the work of the Appointment Bureau. He reported the creation of a new office—Educational Consultant. This new officer was to visit schools in which alumnae were employed in order to gather information for the betterment of the placement work of the Bureau. President Neilson stated that exact information as to the needs and possibilities of both alumnae and schools could never be gotten by means of mere blanks and letters. Personal visits were absolutely necessary, he maintained, in order to sense the atmosphere and urgent needs of both parties making use of an appointment bureau.

Purdue University, during the present administration of President Elliott, has initiated of all the colleges in this study probably the most thorough follow-up system of alumni. J. E. Walters is in charge of this personnel system for the Schools of

Engineering at Purdue. The following progress report request is sent to the employer of every engineering alumnus at the end of fifteen months and again at the end of thirty months after graduation:

Would you mind giving me a report on the work and general development of, a graduate of Purdue who has entered your employ.

We are trying to train men to be efficient workers in the engineering field. We are anxious to prepare them for conditions as they are, so that they will waste as little time as possible in adjusting themselves to the needs of the industry. Our whole course is being constantly studied and revised with this point in view. It is important to be able to check up results accomplished from year to year. You can aid us greatly in our efforts by rating such of his qualities and characteristics of the following list as are best known to you.

Please place a check mark after each characteristic at the place on the scale that you know him to be qualified to be rated. If he is exceptionally good put a check under 10. If he is the poorest put it under 1. If he is a high average check under 6 and if a low average under 5 and so on through the scale. If average place check between 5 and 6.

Grade him in comparison to men of similar age, educational preparation, and environment. An effort has been made to define each of the characteristics in the following list in order that greater uniformity of rating may result. Leave blank any characteristic which you do not know well enough to rate.

The following is the progress report blank that the employer is requested to fill out:

1. Address and Manner: (Does he leave a good impression? Does he talk well? Is he popular? Has he a good bearing?)	Poor	Low	Average	High	Highest
	1 2	3 4	5 6	7 8	9 10
2. Attitude: (Is he rational, agreeable to reason, in his views? Interested in his work? Optimistic? Self-controlled?)					
3. Character: (Is he reliable? Dependable? Absolutely honest? Responsible? Clean? Just? Courageous?)					
4. Coöperative Ability: (Can he work with others? Is he accommodating? Loyal? Willing to learn? Tolerant? Tactful? Is he a good mixer?)					
5. Disposition: (Is he cheerful? Courteous? Congenial? Enthusiastic and not conceited?)					
6. Industry: (Is he a hard worker? Has he perseverance? Is he persistent?)					

7. Initiative: (Is he a self-starter? Does he recognize, start, and develop opportunities to a suc- cessful conclusion? Is he origi- nal?)	Poor 1 2	Low 3 4	Average 5 6	High 7 8	Highest 9 10
8. Judgment: (Has he common sense? Observing and reason- ing power? Foresight? Re- sourcefulness? Does he know values and the relation of things? Is he practical?)					
9. Leadership: (Does he understand men and can he command their respect? Has he executive ability? Does he precede and direct men?)					
10. Native Capacity: (Is he naturally accurate, systematic, bright, alert? Has he an inherent knowledge of facts and data? Can he concentrate? Does he learn readily? Has he a natu- ral aptitude for work?)					
Remarks: Indicate under this head any additional information which may prove of value. If he has poor health, a deformity, or any peculiarity this should be reported here.					

If an employer makes an unsatisfactory report the findings are tactfully communicated to the alumnus and suggestions for improvement are made. Purdue considers that the progress of each alumnus in industry ought to be followed by the college for a period not less than two years after graduation.

Each month the alumni are notified through the alumni publication of available positions for Purdue alumni. A page or two is regularly given over to this. The alumni desiring positions are instructed to write to the companies and to forward copies of their letters to the institution.

During the summers of 1926 and 1927 and several weeks during the winter of 1926-27 the Director of Personnel visited concerns where recent graduates were employed. With each concern he spent two to six days. The first part of his visit he devoted to working alongside of the recent graduates. The last part of his visit he spent with the officials of the concern. He thus learned at first hand the policies of the company. He secured valuable personnel information. He gained many suggestions for both the improvement of existing courses and the addition of new ones. He smoothed out any misunderstandings that existed between the

employer and employees. Frequently he found that the alumnus was impatient and overly ambitious to mount immediately to his set goal. Constantly he found that the employer was also impatient and did not grant the young alumnus sufficient time to become adjusted to his first position which involved but little variety and much commonplace drudgery.⁷⁰ In assuming responsibilities the American college had moved a long way since the inauguration of Harvard's alumni placement bureau in 1897.

During the latter part of this period various methods of undergraduate instruction in the rights and duties of alumni were suggested and put into operation. Some of the college orientation courses served, in a more or less general way, to make alumni out of freshmen. As early as 1915, for instance, Brown inaugurated such a course. The first two lectures during the first year were given by the Dean of the Undergraduate School. He explained the organization of the college and the duties of the various officers and committees. President Faunce followed with a lecture on the aims of the American college. Various officers and instructors in the different departments concluded the course, giving to the freshmen some conception of the general scope of their work.⁷¹

One of the leaders in this movement was President Little. In 1922 as President of the University of Maine he tried an orientation experiment which he called "Freshman Week." This experiment which was soon adopted by many other institutions served not only to make college students out of former high school students but also served to make the latter better alumni. In the very beginning of his college career the new student was introduced to the purposes and organization of the institution.

In his inaugural address in 1925 as President of the University of Michigan President Little suggested two ways in which the college could help to make easier for the graduate the great and difficult transition from the undergraduate to the alumnus stage. His first suggestion was that the institution set up the definite aim of encouraging each undergraduate to develop a hobby while in college that would last throughout the years. Such a hobby would stimulate an alumnus to invest in the department in which his particular hobby had arisen.

⁷⁰ *Journal of Engineering Education*, XVIII (January, 1928), pp. 488-89, 492-95.

⁷¹ *Report of the Fifth Conference of the Association of Alumni Secretaries*, p. 69.

President Little's second suggestion was that every student should be urged to spend his summer vacations profitably. For undergraduates of substantial means he stressed the use of summer vacations for some type of unselfish social service. A plan of his summer activities should be required of each student. This plan should go into details sufficiently to enable the institution to know how the student's time would be spent. In the fall the student should be required to submit a statement as to whether the plan had been carried out. In case the student had wasted his vacation in idleness that fact should be added to the student's record.⁷²

In the following year President Little again urged that there should be developed for undergraduates some "... machinery which will teach our students that they do not leave the university mentally or spiritually when they go away from it physically." Such machinery would also produce better alumni. He suggested that unemployed undergraduates might well make use of the unused college laboratory during the summer. He introduced the novel thought that undergraduates should be taught that "... they are, for the time being, alumni, having graduated from the Freshman, Sophomore, or Junior years."

President Little also recommended that undergraduates be taken into the confidence of the college administration. They might well be appointed, he maintained, on committees of discipline. They might well assist the Dean in the investigation of students' problems. President Little further suggested the offering of a one-hour course per semester in the educational policy of the institution. "If there is not enough life," he contended, "in the educational policy of the institution to give them that much information as to their value, then it is our duty as administrators to arouse ourselves and to develop policies that will be of at least that much value. It will be a first-rate test of our value as administrators. If we cannot give the students one hour a week talk about what interests us and what should interest them, namely, the great institution of which they are a part, I think that we had better consider letting someone come in who can do so."⁷³

A few college presidents have already undertaken such courses

⁷² *School and Society*, XXII, 1925, pp. 573-75.

⁷³ *Report of the Thirteenth Conference of the Association of Alumni Secretaries*, pp. 103-04.

of instruction. President Sills of Bowdoin, for instance, devotes a portion of Wednesday's chapel service to instruction concerning the College. In succeeding weeks he treats such topics as the College charter, the overseers, the trustees, the early presidents, the several academic departments, famous alumni, and the Alumni Council. President Sills in a letter to the writer states: "My idea in giving talks to the undergraduates about the college is to make them better alumni. I feel that loyalty that is based on sentiment alone is very apt to be vapid; loyalty that is based on understanding is likely to be of great service to the institution."

Various forms of educational service within the last decade constituted the second organized effort on the part of the American college to be of practical service to the alumni as a whole. In this educational movement Princeton, Amherst, Michigan, Smith, Pennsylvania, and Vassar were pioneers.

President Hibben of Princeton in his annual report for 1920 stated that during the past year University lectures for the first time had been sent out to the alumni. These lectures by prominent members of the faculty were intended to help the alumnus keep in touch with new developments in the arts and sciences. The following subjects were treated by various faculty members: human evolution, the Einstein theory of relativity, railroad problems, modern poetry, and municipal government and finance in the Roman Empire.

The Princeton plan, however, involved no enrollment of students, no alumni conferences, and no continued guidance in reading. Amherst, during the administration of President Meiklejohn, in 1923 offered to her alumni the first organized reading and study plan. The alumni developed the plan but the inspiration and influence of President Meiklejohn undoubtedly had a great deal to do with the origination of the plan for as early as 1916 he declared:

What man is loyal to a college? Surely it is the man who is interested in the "interests" of the college. If a college teaches biology, that man is of the college who wishes to know what biology has to tell. If the college has given itself up to the pursuit of knowledge and appreciation philosophic, literary, scientific, humanistic, no man who has ceased from that pursuit is in any genuine sense a member of the college community. I sometimes think that the only real test of our teaching is that of the extent to which pupils continue to study our subjects after they leave us. . . .

Some day I am hoping to take part in a discussion of this thesis: "No subject has a proper place in a college curriculum unless we have a right to expect the students to continue the study of it so long as they live." . . .

I am dreaming of the college community as a body of thousands of men—teachers, graduates, undergraduates—all of whom are engaged in the same intellectual operation, in the same great enterprise of the mind. . . .

How shall the dream be realized? . . . Of course the first step is to get the gospel believed. It was suggested by the new President of Dartmouth that we should establish summer schools for alumni and the same suggestion has been recently made to me by one of our Amherst graduates who has been feeling the same need and dreaming the same dream.⁷⁴

This statement by President Meiklejohn is probably the clearest statement that we possess of the philosophy and purpose of the educational movement among alumni to-day.

The following registration blank was forwarded to Amherst alumni in 1923 to assist the instructors in preparing material for alumni reading and study:

1. Name Date
2. Class
3. Address
4. Occupation or profession
5. Local library resources
6. Field of study
7. Topic in this field
8. To what extent have you had elementary training in this field?
9. To what extent have you specialized?
10. What has been the nature and general extent of your reading already done?
11. Special interest, if field is science
 - Study of fundamentals
 - Historical treatment
 - Recent developments and new theories
12. How much time per week do you think you can devote to this reading and study?
13. Any further information that may be helpful

Each department in the beginning attacked its own problem in its own way. In Science and Political Science special professors were assigned the task of responding by personal letter to requests pouring in from alumni registrants. In other departments uniform book lists were prepared. The book list in Economics dealt with but one portion of the entire field; the book list in American Literature covered practically the entire field; the book list in

⁷⁴ Rutgers College, *The Celebration of the One Hundred and Fiftieth Anniversary of its Founding*, pp. 120-21.

Philosophy gave a résumé of the college courses taught at that time at Amherst.

Toward the close of the first year a circular letter was sent to all alumni registrants asking for criticisms and suggestions in regard to the plan. The alumni were enthusiastic about it but feared that the program was somewhat too ambitious. They suggested that reviews of two or three books rather than elaborate book lists be furnished and recommended that these reviews be sent more frequently. They emphasized the desirability of round-table discussion groups.

All but one of the alumni suggestions were later adopted. The last suggestion calling for local discussion groups was not found to be feasible. Three cities only had sufficient alumni registrants to warrant the organization of such groups. These cities were New York City with 63 Alumni, Boston with 29, and Amherst with 21.⁷⁵

In 1925, however, the faculty members of the Committee in charge of Alumni Reading and Study were forced to report to the alumni as follows:

In the judgment of the local members of the Committee the time has come to change radically the process by which this Reading and Study work is being carried on. There is no immediate stimulus to response from the alumni. Until we know what the alumni want and that they want it, it is a waste of time to try to supply them further with material. The Committee therefore recommends that those who have enrolled in this work be informed that the Committee will be very glad to act as a clearing-house for any inquiries that may come from interested alumni, but that it will not send further recommendations unless these are specifically asked for.

In 1924 Vassar undertook another kind of educational adventure. The alumnae planned to raise sufficient funds to build an Alumnae House. In the midst of the campaign President MacCracken wrote the following letter of encouragement to the alumnae, expressing his hopes for the uses of the Alumnae House:

The relationship between Vassar and its graduates in the future promises to be far closer and more helpful than in the past, not merely a sentimental reunion varied only by periodical appeals for funds. . . .

I look forward with eagerness to its opening as the great experiment of a new educational relation between the Alma Mater and her children. . . .

It will be the center for an extended program of conferences in many of the professions of Vassar graduates. I can foresee one week devoted to conference

⁷⁵ *Report of the Twelfth Conference of the Association of Alumni Secretaries*, pp. 33-34.

of its daughters who are teachers; another of doctors; and so on. The arts and sciences of the family and household will be the theme of even larger conferences at which Alumnae House itself should be a standing model. These Alumnae House Conferences will provide a forum—a trained audience—before which the best speakers will be glad to speak. . . .

But chiefly, I think of Alumnae House as the residence of Vassar alumnae who desire for a few brief weeks to be students again at their college—students working in the modern way,—self-directed and consulting their friends in the faculty as they choose from time to time. They may wish to get away from their family for a month of quiet until some literary adventure is completed; they may want to make use of some laboratory facility to try out an experiment suggested by their professional life; they may wish simply to carry out a course of reading which they have always felt as a desideratum; music or art may tempt them to original composition by the stimulus of access to a full and varied college life. . . .

It would be strange indeed if out of our six thousand alumnae there were not every year at least one hundred who wished under such auspices to have a holiday of mental travel and adventure.⁷⁶

Sufficient funds were raised. Alumnae House was built. For the first four years Vassar reported a total of twenty educational conferences for alumnae. Some of the most popular conferences were on the following subjects: "Progressive Education"; "Poetry"; "Garden"; "The Novel of To-day"; "Reading for Children." ⁷⁷

President Little of the University of Michigan suggested another form of educational adventure. In his inaugural address in 1925 he proposed that alumni be enrolled as corresponding and contributing members of the departments in which their hobby had arisen. He contended that alumni would contribute much more generously to one or more of several score of specific objects than to one general want of the institution. He maintained that the administration might well outline yearly several specific objects as needs of the institution and present these definite needs to the alumni.⁷⁸

In his annual report for 1926 President Little further elaborated his plan in the following manner:

Alumni and friends will give if they once get the habit. It should be possible by an educative campaign to build up what may be described as an "Alumni University of Michigan." . . . All alumni, former students, and friends of the University are eligible to join its membership. There will be sent to its mem-

⁷⁶ *Annual Report of the President, 1922-23*, pp. 6-8.

⁷⁷ *Report of the Fifteenth Conference of the American Alumni Council*, p. 38.

⁷⁸ *School and Society*, XXII, 1925, p. 574.

bers information as to the inception and progress of the activities of the University which are being supported in whole or in part by them. They will be expected to pay as annual, semi-annual or quarterly contributions a "registration fee" in the Alumni University. The amount of this fee will be left to the individual member who will be expected to give all that he can. The fees will of course vary a great deal but there is no reason why they should not total a great deal.

In 1928 President Little publicly announced his entire program in the *Catalogue of the Alumni University*. The catalogue called the attention of the alumni to the fact that the Faculty of the University of Michigan ". . . are teaching hundreds of subjects, and are doing such widely different things as measuring the noises developed by the moving parts of automobiles, correcting hare-lip in infants, and studying double stars." Each alumnus was urged to interest himself in the work of some department of the University.

The President and Board of Directors of the General Alumni Association were to be respectively the President and Board of Directors of the Alumni University. Each department of the University was to have a visiting committee made up of prominent alumni. The members of the various visiting committees were to make up the faculty of the Alumni University. The duty of each visiting committee would be to visit yearly its particular department and render a report to the President of the University. These reports should state the progress made in the department, problems under consideration, and suggestions for improvement and modification.

Various recognized grades of distinction were suggested for the alumni serving on the faculty of the Alumni University. Small ribbons wore in the lapel of the coat, or whatever other insignia the President and Board of Directors of the Alumni University might choose, could be offered as a mark of the higher distinctions. Alumni on the faculty might be promoted or demoted according to their actual interest and activity in the Alumni University.

It was also suggested that the Alumni University establish an organization to be known as Junior Michigan. To the leading five per cent of every grade or class in the elementary and secondary schools of the state suitable insignia could be presented. Personality as well as scholarship was recommended as a basis for selection. Strong local interest in the University would thereby

be built up. A nation-wide movement might even be inaugurated.

The greater part of the catalogue was given over to the specific needs of the thirty-three departments or divisions of the University. The section devoted to the Library, for instance, called the attention of the alumni to many pressing needs. Each of the 65,000 alumni were urged to send one book yearly to the Library. The great value of special collections was emphasized. It was suggested that an alumnus gift of \$4,000 would purchase practically everything that was in print about Rembrandt or Michelangelo. Such a gift would bring scholars to the University of Michigan from all over the world.⁷⁹

In 1929 President Little, the inaugurator of this movement, handed in his resignation to take effect September 1, 1929. His Alumni University idea, however, has meanwhile spread to other colleges. One can safely predict that many more colleges will utilize the idea in the future.

SUMMARY AND CONCLUSIONS

This brings us to a close of the description of alumni stimulation by the American college president during the late organized alumni period extending from 1893 to 1928. For the group of colleges that we are studying we may conclude:

1. Throughout this period the college president was either engaged in the struggle for expansion of his college or in the struggle for existence. In either case he made in every financial crisis insistent demands upon the alumni. He continually instructed the alumni concerning the precise kind of gifts the growing college most desired and needed.

2. One general alumni association after the other was organized during this period. To secure gifts from alumni for lines of work of common interest to all departments was uniformly found to be extremely difficult. General alumni associations, therefore, had to be organized to build up and set to work general university spirit irrespective of the bounds of individual departments.

3. A new method of enlisting the services of the alumni was introduced during this period. A college president employed the alumni in an objective study of the teaching ability of the faculty.

⁷⁹ *Michigan Alumnus*, Supplement (January 21, 1928), pp. 1-8.

4. Several colleges employed the alumni in testing the work of the college.

5. Several colleges enlisted the services of the alumni for vocational advice to undergraduates.

6. Within the last decade the college president undertook to stimulate the alumni through various forms of educational service. This significant movement has been designated "adult education for the adult educated."

CHAPTER V

SUMMARY AND CONCLUSIONS

PURPOSE AND PLAN OF THE STUDY

It has been the purpose of this study to trace the trend of alumni stimulation by the American college president from 1636 to 1928. The study is confined specifically to the 236 colleges and universities on the 1928 approved list of the Association of American Universities.

The study is covered in four chapters dealing, respectively, with (1) The introduction to the problem of alumni stimulation by the American college president; (2) alumni stimulation during the unorganized alumni period, 1636-1821; (3) alumni stimulation during the early organized alumni period, 1821-1893; and (4) alumni stimulation during the late organized alumni period, 1893-1928.

Published annual reports of the presidents constitute the main source of data. Histories of institutions were resorted to for the years not covered by published reports. Correspondence was carried on with those institutions lacking both published reports and histories, whereby data were unearthed from various sources, chief of which have been indicated by footnote references. In addition, personal correspondence was carried on with forty college presidents in order to verify, clarify, and interpret various points raised by a study of the recent data issuing from their particular institution.

THE UNORGANIZED ALUMNI PERIOD

More than half a hundred colleges opened their doors to students during the unorganized alumni period extending from the founding of Harvard in 1636 to the organization of the first alumni association, the Society of Alumni of Williams College, in 1821.

The early colleges had three sources of income: the general court, student fees, and gifts from alumni and friends. The colonies were poor. The incomes of even the most fortunately situated alumni were small. Money was scarce. One therefore

finds but few large gifts by individual alumni during this period. They were generally restricted to the fundamental needs of the early colleges—land, buildings, books, scholarships, and professorships. Without these large gifts the early colleges would have been seriously handicapped.

Although the great majority of alumni were necessarily small givers, yet the amounts they collectively gave in general subscriptions were undoubtedly large. Their gifts, moreover, were generally unrestricted. As one of the main struggles of the early colleges was to secure sufficient unrestricted gifts to provide for immediate needs, the unrestricted contributions of these small alumni givers were indispensable during this pioneer period.

In soliciting subscriptions of produce and money during this period college officials availed themselves of the services of the portion of their alumni who were pastors of churches. This portion for Harvard, for instance, up to 1700 was more than fifty per cent. Hence churches through their pastors found themselves constantly called upon for subscriptions to the neighboring college.

As it is not the absolute amount of an alumni gift, but rather what the gift will purchase, that finally determines its value, we asked: What was the size and program of the early college?

We found that the beginning of all the early colleges was modest. Twenty students, for instance, comprised the first four classes of Harvard. The president and one or two tutors comprised the teaching staff of these four classes. A single building and less than three acres of land constituted at this time Harvard's entire property. As late as the year 1704 Harvard had but four students in the graduating class.

The entire expenditures of Harvard in 1777 were but £1,086 18s. 2d. At this time the president was receiving £500, a professor about £200, and a tutor over £60. We concluded that fortunately neither the size nor the salary expenditures of the early colleges demanded the securing from the alumni of huge sums of money.

THE EARLY ORGANIZED ALUMNI PERIOD

The early organized alumni period extending from 1821, the year of organization of the first alumni association at Williams College, to 1893, the year in which a decrease in colleges of the

older type began to take place, was definitely a period of college making. The nineteenth century saw the opening of five hundred and twenty-four colleges.

From 1821 to 1893 America underwent tremendous change. Up to 1821 the mainstay of America was agriculture. Technology and applied science changed America from an agricultural to an industrial nation. The years from 1821 to 1860 mark approximately the years of transition from this agricultural to industrial stage. They were the years of great denominational effort in the founding of new colleges.

Of one hundred and forty-nine colleges founded between 1860 and 1880 a large number were state colleges, a situation which was due in large measure to the passage of the First Morrill Act in 1862 which appropriated public lands for the use of colleges of agriculture and mechanic arts. During the years from 1860 to 1893 the state played an increasingly larger part in the founding of new colleges and the denominations a correspondingly smaller part.

In the latter half of this period both the curriculum, revolutionized by the elective system, and the size of the colleges, vastly increased by the admission of women and the trend toward vocational education, demanded the securing from the alumni of increasingly large sums of money.

A wider offering of courses was necessary when students could within certain limits choose whatever they pleased. The colleges were all of a sudden deluged with requests for business, professional, and scientific courses. Alumni themselves insisted that the college should branch out to comply with these requests. A tremendous strain was put on the slender finances of the average college.

The German influence also made itself felt in American education at this time. The American students who studied in Germany brought back with them high ideals of research and scholarship. The American college, from them, learned the value of tools, such as libraries and laboratories. It was not long before the older colleges, Harvard, Yale, Princeton, and Columbia branched out into universities in the German style—a development that outrivaled in expense all former developments.

During this period of great financial needs it was inevitable that the alumni should be banded together into some sort of an

organization. It was through the initiative of the alumni themselves, on the whole, that the early alumni associations were organized. College officials at first did not seem to realize the tremendous power and influence an alumni association could exert. They gradually discovered, however, that a very small amount of organized alumni loyalty was worth an infinite amount of unorganized alumni good will. With the initiation and functioning of some of the later alumni associations college officials were intimately connected.

One of the channels through which alumni expressed their power toward the close of this period was athletics. It is difficult to overestimate the rôle that intercollegiate athletics played in stimulating the alumni movement in America. College officials in their efforts to secure alumni gifts did not fail to make use of this new interest.

Extremely modest was the college gymnasium and equipment before the alumni gained their power. Before 1875 the English amateur spirit was largely prevalent in the athletics of the American college. By 1890 intense rivalries had already arisen between colleges. These intense rivalries made the alumni more loyal to their Alma Mater and the alumni in turn made these rivalries even more intense. The enthusiasm aroused by athletics probably kept alumni in closer touch with their college than did any other single influence.

Another channel through which alumni expressed their interest and power toward the close of this period was the alumni visiting committee. Such a committee, moreover, furnished an excellent means for a president to bring to the attention of his leading alumni the pressing needs of the institution. One of these needs was to secure unrestricted funds, the income of which could be used to pay the mounting current expenses. Another pressing need was to secure the endowment of chairs that were already established.

When the organized alumni began to contribute generously to the American college, formal alumni representation in college government was inevitable. The college that solicited donations from organized alumni could not very well deny them a voice in her government. As a result, at the end of the period the alumni of more than a score of colleges were officially represented on the boards of trustees.

The latter part of the early organized alumni period saw the beginnings of two entirely new developments in the college president and alumni relationship. The first new development, which was inevitable in the midst of growing alumni power, was the instruction of undergraduates by the president in the rights and duties of alumni. The second new development was also inevitable. When the American college president called upon the alumni for increased financial aid it was not long before the president awakened to the realization of the fact that the alumni had a reciprocal right to secure increased vocational aid. As a result the first recorded bureau for securing appointments and promotions for alumni was inaugurated by a college president toward the close of this revolutionary period.

THE LATE ORGANIZED ALUMNI PERIOD

Whereas the early organized alumni period extending from 1821 to 1893 was definitely a period of college making, the late organized alumni period extending from 1893 to 1928 was definitely a period of college testing. While the nineteenth century was the century of birth for the American college, the first quarter of the twentieth century was the period of death for those American colleges that for one reason or another could not secure sufficient funds to finance the huge operating annual costs.

The main trend of the late organized alumni period was toward specialization and professional education. To add numerous professional curricula, such as journalism, business administration, commerce, and the various branches of engineering to the liberal arts college has proved an exceedingly expensive undertaking. Few liberal arts colleges resisted the introduction of some form or other of professional education. The pressure of public demand seemed to them to necessitate such introduction. Meanwhile state universities and land-grant colleges have grown tremendously. Junior colleges have multiplied. Normal schools have been converted into teachers' colleges. Several small colleges have been forced to join themselves in close association with universities.

Whereas the colleges during the first half of this period grew steadily, the colleges during the last half grew by leaps and bounds. In 1912 the income of higher institutions, excluding additions for endowment, was \$89,835,787; by 1922 the income had jumped to

\$272,815,703. During this decade, in other words, the colleges faced a threefold increase in money costs.

The great influx of students following the World War partly accounts for this threefold increase. Twenty-five per cent more students attended the colleges and universities in the college year following the war than attended in 1916-17, the year prior to the war. From 1910 to 1926 the number of college students increased from 174,213 to 595,458.

A larger student body demanded a larger faculty. From 1910 to 1926 the number of instructors increased from 17,281 to 43,326. Classrooms and laboratories multiplied year after year. Research and pre-professional courses called for larger libraries. Meanwhile the purchasing power of the dollar was greatly reduced, thereby placing the colleges and universities in the grip of a financial crisis which year by year became more acute.

During this strenuous period the college president, whether engaged in the struggle for expansion of his college or engaged in the struggle for existence, was compelled to make in every financial crisis insistent demands upon the alumni. He continually instructed the alumni as to the precise kind of gifts the growing college most desired and needed.

In fact, the outcome of this struggle for existence for many a college was determined, to a certain extent at least, by the number of living alumni that a college had on its roll. For the year 1884 we have available this information. In 1884 forty-two colleges reported a total of 500 or more living alumni. Only one college out of these forty-two has passed out of existence.

On the other hand, of all the colleges that reported a total of less than 500 living alumni in 1884 thirty-eight colleges have passed out of existence. The average number of living alumni in 1884 of these dead colleges was 107.

Sixty colleges reported in 1884 a total of 100 alumni or less. Twenty-five of these colleges have passed out of existence. A college which in 1884 had at least 500 living alumni evidently could weather the storm of finances that came thereafter. Two colleges out of every five that had 100 living alumni or less did not weather the storm.

During this period one general alumni association after the other was organized by the university president. To secure gifts for lines of work of common interest to all departments was uni-

formly found by university presidents to be extremely difficult. General alumni associations therefore had to be organized to build up and set to work university spirit irrespective of the bounds of individual departments. Thereafter the university executive had a most valuable medium by which to make known to the alumnus the needs and program of the institution as a whole. The alumni thereby were also empowered to assist the university executive and trustees in solving some of the vexing educational problems that faced the institution.

More and more the college president during this period urged upon the alumni the feeling not only of financial responsibility for the college but also the feeling of educational responsibility. Several college presidents, for instance, invited and encouraged the alumni to study and criticize the educational policy of the college. A few college presidents invited the alumni to make a survey of the college.

Several colleges enlisted the services of the alumni in testing the work of the college. One president, for instance, asked all graduates of the past fifteen years to state the greatest worth and greatest defects of the college training they had received. Another president requested the alumni engaged in the professions to criticize and evaluate the preparation they had received in college for their particular vocation. The alumni of another college gave over their entire annual meeting to the consideration of the subject: How may the college test its product?

Several colleges enlisted the services of the alumni for vocational advice to undergraduates. One college president, for instance, secured a fund to provide for the return of prominent alumni to speak to the members of the senior class concerning their profession and cause for success in it. An annual Vocational Day was inaugurated at another college. Alumni returned and intimately discussed the various vocations. No longer, in some colleges at least, could it be said that undergraduates knew nothing about the wide range of professions beyond the two or three conventional professions that graduates of the past had generally entered.

A new method of enlisting the services of the alumni was introduced during this period. A college president requested the assistance of the alumni in an objective study of the teaching ability of the faculty. The evidence collected from the alumni together

with evidence from many other sources was made use of by the president in the general raising of a salary scale.

Within the last decade several colleges undertook to stimulate the alumni through various forms of educational service. This movement which the writer considers the most significant movement of all has been designated "adult education for the adult educated."

In several colleges this movement took the form of alumni reading and study plans. In another institution it took the form of an Alumni University program. The genius of the Alumni University idea consists in the fact that it enlists the alumnus through his particular hobby in the educational and financial interests of the institution. It presents specific objects as definite needs of the institution. It reports to the alumnus the progress of the activities of the college that are supported in whole or in part by him. It creates within the alumnus a desirable sense of ownership and partnership in the institution.

This Alumni University idea has already spread to other colleges. The writer predicts that many other colleges will utilize the idea in the future. By showing its alumni the same solicitous attention that it shows to prospective students an institution, inaugurating such a program, should go a long way toward solving its particular problems of financial support.

ALUMNI PARTICIPATION IN THE FUTURE

That there is difference of opinion in estimating the value of alumni participation in the affairs of an institution, the writer is well aware. It is the judgment of the writer that college executives have a crucial rôle to play in bringing about constructive alumni participation in the future development of institutions of higher education. That rôle, in the judgment of the writer, should be—less financial prodding and more educational stimulation.

The college president of the future should recognize more than he does to-day that the freshman, upon his first day of enrollment, starts the process of becoming an alumnus. He should inaugurate some program of instruction of undergraduates in the rights and duties of alumni.

The college president of the future ought to keep in closer touch with the alumni. Letters and pamphlets of information and

interpretation should issue from his office frequently. A communication from the college would then not necessarily mean, as it too often does to-day, one more financial appeal. The counsel of business that good will pays should be heeded.

Radio might well be utilized by the college president more than it is at present. What further inventions will revolutionize the college president and alumni relationship no one can prophesy. The future uses of the radio and the television equipment promise to annihilate distance in so far as the college president and alumni scattered throughout the world are concerned. No apology should then be possible for any lack of contact between the college and alumni.

The college president of the future should more and more undertake to stimulate the alumni through various forms of "adult education for the adult educated." He should strive to keep the seeds of intellectual interest alive. To this end many alumni reading and study programs might well be inaugurated.

The defects of former programs should be dealt with. A uniform program for all should be avoided. The age, occupation, hobby, college background, and the amount of leisure time of the alumnus should be taken into consideration in preparing a personal reading guide. The alumnus could signify in his registration whether he desired to enroll for professional training and guidance, or for general reading and intellectual stimulation, or for more or less profitable filling of leisure time.

The actual administration of such a program each college should work out for itself. Some college presidents might assign members of the teaching staff to carry out the program. Others might secure special professors exclusively for this purpose. Still others might secure the services of alumni themselves to administer the program.

The latter method, in the judgment of the writer, would be the most advisable. The professors would be relieved of an additional burden. The reorganization of their materials or researches in special lines for such a program might soon prove a serious detriment to their teaching and productive study. The practical needs of many an alumnus, moreover, might frequently be far removed from the interest and experience of a college professor. The assignment of such a registrant to an alumnus who is a recognized leader in the same profession would probably be the

best solution. The possibility of making use of the radio would also have to be faced.

The college president of the future should more and more employ alumni experts or stimulate alumni to employ experts to conduct exhaustive studies of existing conditions in the institution and to make recommendations for future development. The college president should also stimulate alumni gifts permitting research studies on educational problems. Presidents of state institutions might well engage the services of the alumni more than at present in the marshaling and presenting of significant data to the citizens of the state. College presidents everywhere should request the alumni to state the worth and defects of the college training they received. The securing of facts rather than sentiment should be the developing aim of the college in the future.

The main test of any college is the product—the alumni. At present we need fine measurements for measuring the products of our colleges. The future will undoubtedly attempt to furnish us with these fine measurements. The measurement of success in the field one enters is the ultimate test. But how shall we measure such success? That remains a baffling problem to be tackled within the next generation by the joint efforts of institutions and alumni.

FURTHER STUDIES SUGGESTED

There is need for further studies and much thinking in this vital field of alumni stimulation by the American college president. Some of the following studies are suggested:

1. Further studies of alumni stimulation by the American college presidents of institutions not on the approved list of the Association of American Universities.
2. A study of the possibilities of radio and television for an alumni education program.
3. A study of the possibilities of the Alumni University idea for a college financial program.
4. Studies of the changes over a period of years within an institution carrying on an experimental program of alumni stimulation along the various lines studied here.

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³ Specific pages of alumni publications and reports which were utilized in this study are indicated.

⁴ Before 1927 the American Alumni Council (R. W. Sailor, Editor, Ithaca, N. Y.) was known as the Association of Alumni Secretaries.

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